DOCUMENT RESUME

ED 136 791 95 IR 004 581

AUTHOR Dervin, Brenda; And Others
TITLE The Development of Strategies for Dealing with the Information Needs of Urban Residents: Phase II--Information Practitioner Study.
INSTITUTION Washington Univ., Seattle. School of Communications.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
PUB DATE Feb 77
GRANT G007500617
NOTE 873p.; For related document, see ED 125 640

EDRS PRICE MF-$1.67 HC-$46.21 Plus Postage.
DESCRIPTORS Change Strategies; Communication Skills; *Community Attitudes; Community Characteristics; *Community Surveys; Daily Living Skills; Human Relations Organizations; Human Services; *Information Needs; Information Services; Librarians; Library Role; Questionnaires; Tables (Data); *Urban Population; Use Studies

ABSTRACT

This study constitutes the second phase of a three-phase project whose purpose is to develop strategies for dealing with the information needs of urban residents. The focus is on how the information practitioner can effectively deal with individual citizens. From Phase I (IR 003 729), an approach, called the client-in-situation approach, was developed. The purpose of this Phase II was to determine how well information practitioners cope with the client-in-situation approach and on what aspects they most need training. Data were collected via self-administered questionnaires to two samples of information practitioners serving adult citizens in the Seattle metropolitan area: 126 librarians from the two public library systems and 141 practitioners from human service agencies. The respondents filled in a two-hour questionnaire in which, among other things, they described their clients, their training strengths, and their visions of ideal systems for helping citizens. The findings led to a major conclusion: Information practitioners are not using, for the most part, a client-in-situation approach and need comprehensive training. (Author/DAG)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED136791

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Final Report

Project No. 475AH50014

Grant No. C007500617

THE DEVELOPMENT OF STRATEGIES FOR DEALING WITH THE INFORMATION NEEDS OF URBAN RESIDENTS: PHASE II -- INFORMATION PRACTITIONER STUDY

Brenda Dervin
Douglas Zweizig
Edward P. Hall
Colleen Kwan
Kathleen Lalley
with
Michael Banister
Michael Gabriel
Verne A. Gray
Robert Schnelle
Josephine Yung

School of Communications
University of Washington
Seattle, Washington 98195

February 1977

The activity which is the subject of this report was supported in whole or in part by the U.S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

U.S. DEPARTMENT OF

HEALTH, EDUCATION, AND WELFARE

Office of Education
Office of Libraries and Learning Resources

IR004581

ABSTRACT

This study constitutes the second phase of a three-phase project whose purpose is to develop strategies for dealing with the information needs of urban residents. The focus is on the information practitioner-client interaction, and how practitioners can most effectively deal with individual citizens when these citizens and their needs take on myriad forms at myriad times. From the Phase I study of citizens, an approach, called the client-in-situation approach, was developed. The purpose of this Phase II study was to determine how well information practitioners cope with the client-in-situation approach and on what aspects they most need training. Data were collected via self-administered questionnaires to two samples of information practitioners serving adult citizens in the Seattle metropolitan area: 126 librarians from the two public library systems and 141 practitioners from human service agencies. The respondents filled in a two-hour questionnaire in which, among other things, they described their clients, their training strengths, and their visions of ideal systems for helping citizens. The findings led to a major conclusion: Information practitioners are not using, for the most part, a client-in-situation approach and need comprehensive training.

PREFACE

Any project of this size is, by necessity, the result of efforts and talents of many individuals. A number of people made special contributions to this study.

- Douglas Zweizig, Assistant Professor in the University of Washington School of Librarianship, served as Assistant Investigator and brought to the project a unique combination of talents both in the field of librarianship and the field of communication.
- Michael Banister, Edward Hall, Colleen Kwan, and Kathleen Lalley -- all graduate students in the University of Washington School of Communications -- served as research assistants with devotion, intelligence, and an unusual sense of quality.
- Michael Gabriel served as research aide and supervised the initial project phases, including pre-testing and fielding, with a unique thoroughness.
- Josephine Yung -- graduate student in the University of Washington School of Education -- served as project assistant, jack-of-all-trades, and once again as guardian of perfectionism.
- Verne A. Gray -- graduate student in the University of Washington School of Librarianship -- served as able project editor and keeper of the sanity.
- Robert Schnelle -- undergraduate at the University of Washington -- served as student research aide and important team member.
- Alex Edelstein -- Director of the University of Washington School of Communications -- supported the project in many ways.
- Peter Hiatt -- Director of the University of Washington School of Librarianship -- also supported the project in many ways.
- Richard Carter -- member of the University of Washington School of Communications faculty -- served as faculty consultant; his theoretical work provides a great deal of the conceptual basis for the development of the client-in-situation approach.

* John Bowes, Mary Ann Heller, and Keith Stamm -- all on the faculty of the School of Communications -- served as project consultants.

* Robert Arundale -- on the faculty of the Department of Speech, University of Washington Department of Speech -- also served as project consultant.

* James Abbott, Jeffrey Moore, Rick Peterson, and Steve Wolf all served ably as student helpers on a wide variety of tasks.

* Marisa Chu, Sylva Coppock, and Roselyn Newton all helped with production of the final report.

Brenda Dervin

Brenda Dervin
February 1977

PHASE II
PROJECT STAFF

Project Director/Principal Investigator	Dr. Brenda Dervin
Assistant Investigator	Dr. Douglas Zweizig
Research Assistants	Michael Banister Edward P. Hall Colleen Kwan Kathleen Lalley
Research Aide	Michael Gabriel
Project Assistant	Josephine Yung
Project Editor	Verne A. Gray
Student Research Aide	Robert Schnelle
Student Helpers	James Abbott Jeffrey Moore Rick Peterson Steve Wolf
Typists	Marisa Chu Sylva Coppock Roselyn Newton
Consultants	Dr. Robert Arundale Dr. John Bowes Dr. Richard Carter Dr. Mary Ann Heller Dr. Keith Stamm

TABLE OF CONTENTS

Page

Preface.. i
Project Staff.................................. iii
Table of Contents.............................. 1
List of Tables................................. 3
I. Executive Summary........................... 11
II. The Problem and the Approach............... 53
III. Questionnaire Development and Rationale... 61
IV. Sampling and Fielding Operations........... 75
V. Definitions, Coding, and Analysis........... 127
VI. The Collective Client...................... 153
VII. Designing a System........................ 209
VIII. Training Strengths....................... 253
IX. Accidents.................................. 303
X. Citizen's Handbook.......................... 325
XI. Conclusions and Implications............... 397
Bibliography................................... 405

APPENDICES

A. Questionnaire.............................. A - 1
B. The Checklist.............................. B - 1
C. Supplemental Administration Pages.......... C - 1
D. Sampling Contact Materials................. D - 1
E. Phase II Codebook.......................... E - 1
F. Chapter VI Reference Tables................ F - 1
G. Chapter VII Reference Tables............... G - 1
H. Chapter VIII Reference Tables.............. H - 1
I. Chapter X Reference Tables................. I - 1

LIST OF TABLES

Table	Title	Page
4-1	Comparison of services offered within different topic foci by institutions in the agency universe, institutions that were eligible information agencies, and institutions in the agency sub-sample....	95
4-2	Interjudge coding reliabilities for stratification variables used in drawing the agency sub-sample........	99
4-3	Comparison of the distribution of the different services offered by institutions that were eligible information agencies and institutions in the agency sub-sample......................................	102
4-4	Comparison of the frequency of different topic foci of institutions that were eligible information agencies and institutions in the agency sub-sample.....	103
4-5	Comparison of number of agencies offering different combinations of services within different topic foci for the eligible information agencies, the contacted information agencies, and the obtained agency sub-sample......................................	104
4-6	Record of per cent of respondents in a fielding week across the practitioner samples.......................	106
4-7	Record of time of day administration started across the practitioner samples............................	107
4-8	Record of number of minutes administration took across the practitioner samples.......................	108
4-9	Distribution of services reported as being offered by the employing institutions across the practitioner samples..	109
4-10	Distribution of services reported as being performed by practitioner respondents themselves across the practitioner samples................................	110
4-11	Distribution of topic foci reported for the employing institutions across the practitioner samples..........	111
4-12	Distribution of age groups of clients reported as being served by the employing institutions across the practitioner samples................................	112

LIST OF TABLES (continued)

Table	Title	Page
4-13	Distribution of minority groups reported as being offered specialized service by employing institutions across the practitioner samples........................	113
4-14	Distribution of number of years respondents have worked for employing institutions across the practitioner samples....................................	114
4-15	Distribution of number of years respondents have done similar work across the practitioner samples...........	115
4-16	Distribution of areas of formal education background reported by practitioner respondents across the practitioner samples....................................	116
4-17	Distribution of number of years of education respondents have had across the practitioner samples...	117
4-18	Comparison of services offered within different topic foci by the employing institutions of the agency sub-sample respondents..................................	118
4-19	Comparison of client age groups served within different service types by the employing institutions of the agency sub-sample respondents..........................	120
4-20	Comparison of client age groups served within different topic foci by the employing institutions of the agency sub-sample respondents......................	121
4-21	Comparison of specialized service to minority groups within different service types by the employing institutions of the agency sub-sample respondents......	123
4-22	Comparison of specialized service to minority groups within different topic foci by the employing institutions of the agency sub-sample respondents......	125
5-1	A guide to the "checklist" variables in Chapters VI, VII, and VIII..	140
5-2	Number of excess internal and external responses to the "citizen's handbook" deleted in coding, across all practitioners....................................	151
6-1	Distribution of the number of attributes given "don't know" responses by practitioner respondents on estimates of how the "checklist" attributes applied to "collective client" situations across the practitioner samples....................................	175

LIST OF TABLES (continued)

Table	Title	Page
6-2	Distribution of the number of respondents giving "don't know" responses on estimates of how the "checklist" attributes applied to "collective client" situations across the practitioner samples............	176
6-3	Summary across attribute sections of the "don't know" responses on estimates of how the "checklist" attributes applied to "collective client" situations across the practitioner samples......................	186
6-4	Master table of raw percentages for estimates of how the "checklist" attributes applied to "collective client" situations across both the citizen and the practitioner samples................................	F-3
6-5	Citizen discrepancy scores for "collective client" estimates on all "checklist" attributes across the practitioner samples................................	187
6-6	The twenty attributes with the highest citizen discrepancy scores in the "collective client" estimates across the practitioner samples......................	197
6-7	Summary across attribute sections of the mean absolute discrepancy scores for "collective client" analyses across the practitioner samples......................	199
6-8	Attribute emphasis scores for "collective client" analyses on all "checklist" attributes across the practitioner samples................................	F-14
6-9	The twenty attributes with the highest attribute emphasis scores in the "collective client" analyses across the practitioner samples......................	F-21
6-10	Graphed comparison of citizen discrepancy scores and attribute emphasis scores for the attributes with the twenty highest absolute values on one or both scores in the "collective client" analysis for the library sub-sample..	200
6-11	Graphed comparison of citizen discrepancy scores and attribute emphasis scores for the attributes with the twenty highest absolute values on one or both scores in the "collective client" analysis for the agency sub-sample..	203

LIST OF TABLES (continued)

Table	Title	Page
6-12	Graphed comparison of citizen discrepancy scores and attribute emphasis scores for the attributes with the twenty highest absolute values on one or both scores in the "collective client" analysis for the total practitioner sample	206
7-1	Number of attributes named by practitioner respondents in the "system design" analyses across the practitioner samples	230
7-2	Master table of raw percentages for "system design" on all "checklist" attributes across both the citizen and the practitioner samples	G-3
7-3	Citizen discrepancy scores for "system design" on all "checklist" attributes across the practitioner samples	231
7-4	The twenty attributes with the highest citizen discrepancy scores in the "system design" analyses across the practitioner samples	241
7-5	Summary across attribute sections of the mean absolute discrepancy scores for "system design" analyses across the practitioner samples	243
7-6	Attribute emphasis scores for "system design" on all "checklist" attributes across the practitioner samples	G-14
7-7	The twenty attributes with the highest attribute emphasis scores in the "system design" analyses across the practitioner samples	G-24
7-8	Summary across attribute sections of the mean emphasis scores for "system design" analyses across the practitioner samples	G-26
7-9	Graphed comparison of citizen discrepancy and attribute emphasis scores for the attributes with the twenty highest absolute values on one or both scores in the "system design" analyses for the library sub-sample	244
7-10	Graphed comparison of citizen discrepancy and attribute emphasis scores for the attributes with the twenty highest absolute values on one or both scores in the "system design" analyses for the agency sub-sample	247

LIST OF TABLES (continued)

Table	Title	Page
7-11	Graphed comparison of citizen discrepancy and attribute emphasis scores for the attributes with the twenty highest absolute values on one or both scores in the "system design" analyses for the total practitioner sample	250
8-1	Number of attributes named by practitioner respondents in the "training strengths" analyses across the practitioner samples	277
8-2	Master table of raw percentages for "training strengths" on all checklist attributes across both the citizen and the practitioner samples	H-3
8-3	Citizen discrepancy scores for "training strengths" on all "checklist" attributes across the practitioner samples	278
8-4	The twenty attributes with the highest citizen discrepancy scores in the "training strengths" evaluations across all practitioners	289
8-5	Summary across attribute sections of the mean absolute discrepancy scores for "training strengths" analyses across the practitioner samples	291
8-6	Attribute emphasis scores for "training strengths" on all "checklist" attributes across the practitioner samples	H-15
8-7	The twenty attributes with the highest absolute attribute emphasis scores in the "training strengths" analyses across the practitioner samples	H-25
8-8	Summary across attribute sections of the mean emphasis scores for "training strengths" analyses across the practitioner samples	H-28
8-9	Graphed comparison of citizen discrepancy and attribute emphasis scores for the attributes with the twenty highest absolute values on one or both scores in the "training strengths" analyses for the library sub-sample	292
8-10	Graphed comparison of citizen discrepancy and attribute emphasis scores for the attributes with the twenty highest absolute values on one or both scores in the "training strengths" analyses for the agency sub-sample	295

LIST OF TABLES (continued)

Table	Title	Page
8-11	Graphed comparison of citizen discrepancy and attribute emphasis scores for the attributes with the twenty highest absolute values on one or both scores in the "training strengths" analyses for the total practitioner sample	298
8-12	Number of attributes named in common by practitioners in both the "system design" presentations and the "training strengths" analyses across all practitioners	301
9-1	Master table of frequency of occurrence of different accidents reported by practitioner respondents	309
9-2	Frequency of occurrence of the 15 most frequent accidents reported by one or both of the practitioner samples	317
9-3	Frequency of occurrence of the 15 least frequent accidents reported by one or both of the practitioner samples	320
9-4	Percentage of variance accounted for by each factor in factor analysis of the accidents across the practitioner samples	323
9-5	Number of factor loadings above 0.40 for solutions with different numbers of factors in analysis of the accidents	324
10-1	Master table of responses to the "citizen's handbook" across the practitioner samples	I-3
10-2	Record of the modal sentence by sentence response to the "citizen's handbook" across the practitioner samples	341
10-3	The twenty sentences from the "citizen's handbook" that most frequently received agreeing responses from the practitioner respondents	364
10-4	The twenty sentences from the "citizen's handbook" that most frequently received disagreeing responses from the practitioner respondents	369
10-5	The twenty sentences from the "citizen's handbook" that most frequently received questioning responses from the practitioner respondents	374

LIST OF TABLES (continued)

Table	Title	Page
10-6	The twenty sentences from the "citizen's handbook" that most frequently received re-reading responses from the practitioner respondents....................	379
10-7	The twenty sentences from the "citizen's handbook" that most frequently received thinking responses from the practitioner respondents........................	384
10-8	Graphed presentation of average percentages of agreeing responses to sentences within paragraphs of the "citizen's handbook".............................	391
10-9	Graphed presentation of average percentages of disagreeing responses to sentences within paragraphs of the "citizen's handbook"...........................	392
10-10	Graphed presentation of average percentages of questioning responses to sentences within paragraphs of the "citizen's handbook"...........................	393
10-11	Graphed presentation of average percentages of re-reading responses to sentences within paragraphs of the "citizen's handbook"...........................	394
10-12	Graphed presentation of average percentages of thinking responses to sentences within paragraphs of the "citizen's handbook".............................	395

CHAPTER I

EXECUTIVE SUMMARY

Introduction

This report is the product of the second phase of an attempt to develop strategies for dealing with the information needs of urban residents. The emphasis of this multi-phase project is on the HOW (How to develop strategies for serving the information needs of clients?) rather than on the WHAT (What are the topic contents of information needs potential clients may have?). In particular, the focus of the second phase has been on the professional information practitioner. These questions have been asked:

* How does the practitioner view his various clients?

* What kind of system would the practitioner design to help average citizens deal with their own unique life-facing situations?

* Where do the practitioners consider their own strengths to be with respect to training others to help clients?

* What kinds of communication accidents do practitioners encounter in dealing with clients-in-situations?

* In what particular areas of the client-in-situation approach are the practitioners amenable to training?

The executive summary in this chapter replicates, in minature, the full report: It serves as introduction, summary, and surrogate for each individual chapter of the full report. The subjects of these individual chapters are as follows: Chapter II provides a conceptual overview of the problem and of the approach taken for this study; Chapters III, IV, and V review questionnaire development, sampling, fielding, coding, and analysis. The next five chapters, VI through X, report findings and implications. The final chapter, Chapter XI, provides a second organization of the findings of this study. Whereas Chapter VI through Chapter X focused on the analysis of individual and conceptually coherent parts of the questionnaire, the final chapter identifies the conceptual themes that cut across the concerns of individual chapters.

Chapter II: The Problem and the Approach

The three phases:

- The overall focus of this three-phase project is that of improving the information systems within which average citizens attempt to resolve their everyday problems. The problem and the approach of the second phase, which is reported here, can best be understood in the context of the other two phases of the total project.
- Phase I looked at citizens -- how they articulate their needs, the kinds of situations they see themselves as facing, how they see themselves as coping, how they make sense and inform themselves, what they call informing, and the utilities they find in information.
- Phase II looks at how information practitioners interpret citizen need articulations, need situations, coping methods, and information processing approaches.
- Phase III is mandated to develop training modules for use with information practitioners. The modules will be based on the Phase I and II results.
- Thus, Phase I looks at where citizens are, Phase II determines whether practitioners are there, and Phase III develops training modules to help practitioners get there.

The pervasive practitioner-client model:

- Within the normative practitioner-client model, the practitioner listens to the client in order to assess client's situation. While the client is focusing on his unique situation, the practitioner is attempting to pull out of the client's articulation enough information to treat the situation normatively or like the "typical" situation.
- Since the normative model is so pervasive, the client is likely to confront a series of assumptions about him and his situation, his methods of coping, his reasons for contacting a practitioner, and even what he is looking for.
- These assumptions are inherent in the normative model which suggests that: The situation is central, there are accepted solutions, the purpose of the interaction between practitioner and client is to identify the situation type so that the appropriate solution may be properly applied, and the role of information is to describe the possible solutions that are available so that a good decision can be made on how to cope with the situation.

- In this model, the uniqueness of the individual in his own unique situation is essentially treated as a barrier, something to be circumvented. Thus, practitioners talk about getting users to use the system correctly, to articulate their needs, and to comprehend the value of information.

- Even the accepted means of dealing with individual differences is normative. Thus, typical practitioners plan strategies based on descriptions of their clients in terms of demography, personality, and other across time-space attributes -- attributes which do not work for the simple reason that they ignore the situations individuals are bound into and the fact that neither the people nor their situations remain the same across time.

- In sum, the pervasive model of human service delivery is one which starts by treating situations as if they have lives of their own and independent of the people in them. The model then proceeds to try to cope with people as if they have lives of their own independent of the situations that surround them.

What's wrong with the pervasive model:

- Clearly, the pervasive model is fallacious. People and situations are inexorably bound. Since only one individual occupies his given point in time-space, no one else can see that situation precisely from the individual's point of view. And as time passes, the individual-in-situation changes.

- While practitioners may prefer consensually approved ways of looking at situations, from the individual's vantage point these consensual views are irrelevant. No prediction model which ignores the passing of time, the changing of space, and the inexorable bond between the individual and his situation can possibly work as a method of predictive control.

- When, in the first phase of this project, citizens were asked to describe the troublesome situations they were in, their descriptions acknowledged the realities of individual-in-situation and defied most of the common assumptions made about how people look at situations, what they call information, how they cope, and how practitioners can help.

- Comparing Phase I results with the pervasive model suggests that citizens and information practitioners live in two different worlds. For the citizen, the utility of information lies in the extent to which it helps him make the kind of sense he feels he needs. Information, per se, is irrelevant. The practitioner however, is on a different journey. He works for an institution where distributing information is the goal.

The client-in-situation approach:

- The main conclusion of the Phase I study was that human service deliverers need to take a different approach to providing individualized service to clients. In this approach, abbreviated "client-in-situation" or "citizen-in-situation," the practitioner acknowledges that only the client can know what his unique situation is like and only the client can judge whether information or service will be helpful.

- Given the acceptance of the pervasive model of client-practitioner interaction, the client-in-situation approach may at first glance seem impossible. The typical information practitioner, being in a mass service business serving the needs of many different individuals, wants and needs some kind of predictive control. The pervasive, or a priori model gives the illusion of predictive control by seeming to allow the practitioner to predict in advance how to deal with clients and how to deal with situations.

- But if the practitioner is to provide any real service, i.e. be useful to the client, then the practitioner must use the client-in-situation approach because the ability to predict people or situations in advance is, in actuality, extremely limited.

- Although it may appear as if the client-in-situation approach forsakes predictive control, this is not so. Rather, it offers a different kind of predictive control, a kind that accepts the situational nature of behavior. Within it, practitioners would operate through generalizations that can be used in the "here and now" interaction.

- The first set of generalizations, which would allow the practitioner to cognitively take the client-in-situation approach, are concerned with understanding clients-in-situations: knowing about the dimensions along which people describe their life-facing situations; knowing about alternative means of coping in different situations; knowing about how people make sense; and knowing about how people evaluate information.

- The second set focuses specifically on communication behaviors, for it is only through the use of communication behaviors, as tools, that the client-in-situation approach can be implemented. If the practitioner can not predict the client or the situation in advance, then what he must do is be skilled at using communications as a means of getting the client's picture, determining how to usefully intervene, and intervening usefully.

Purpose of the Phase II study:

- The goal then, of the Phase II study, is to make progress toward the development of both sets of generalizations -- cognitive and behavioral -- that will be needed to implement the client-in-situation approach. The purposes of the Phase II study are inherent in this goal.

- The main purpose is to assess how well information practitioners cope cognitively with the client-in-situation approach developed in the Phase I study.

- A secondary purpose is to begin to explore practitioner use of communications as tools in the practitioner-client interaction.

- This dual purpose, in addition to being a natural outgrowth of the conceptual and empirical results of the Phase I project, leads directly to the training requirements of Phase III.

Chapter III: Questionnaire Development and Rationale

Questionnaire development:

- The Phase II questionnaire was developed in a series of 10 brainstorming sessions during the months of February through April, 1976. Five members of the project team and five consultants (all members of the University of Washington faculty) participated in the sessions. During these sessions it was decided that the questionnaire should be self-administered by participants in groups of 5 to 25. This decision was based on the assumptions that 1) each respondent needed to work at his own speed since the format of the questionnaire required a great deal of self-informing and 2) each respondent also needed instruction near at hand. Given these conditions, it seemed that self-administration in small groups, with an instructor present, was necessary.

- The final questionnaire emerged from two pretests conducted in May 1976. The first pretest, administered to 21 graduate students at the University of Washington, indicated that the basic design of the questionnaire was working but that it took too long to complete. A shorter version of the questionnaire was then administered to 10 librarians for a second pretest. For this version, the length of time required to complete the questionnaire was not a problem.

- The final questionnaire was 35 pages long and took an average of 107 minutes to complete.

Questionnaire rationale:

- The purposes of the Phase II questionnaire were to: 1) assess how well information practitioners deal cognitively with the client-in-situation approach, and 2) begin to explore the use of communication as a tool for implementing the client-in-situation approach.

- In formulating the Phase II questionnaire, certain problems were foreseen if a traditional questionnaire, asking practitioners to describe client situations, were used. These problems were: 1) the practitioners probably would have resorted to the pervasive approach and described the demographic profile of their clients, 2) the practitioners would have used their own institutionally approved vocabulary, necessitating new content analysis schemes, and resulting in non-comparable data; and 3) such data might have assessed how well practitioners dealt with the established approach, but not how well they might deal with the client-in-situation approach.

- The problems listed above were avoided by informing the practitioners of the client-in-situation vocabulary and then asking them to describe their clients, their own strengths, and their "ideal" system using this vocabulary. The practitioners were also informed of the Phase I results and asked to respond to them.

- The following benefits resulted from this design: 1) it was possible to match Phase I and Phase II results, 2) it allowed respondents the freedom to apply the vocabulary to the particular task in any way they wished, and 3) it allowed respondents to apply the client-in-situation concepts both within the current system and outside that system, i.e. in an "ideal" system.

- Questions of validity can be raised when comparing Phase I and Phase II data. It can be argued that such a comparison is not possible because only a small subset of the general population takes its problems to a practitioner. Hence, the client whom the practitioner sees is atypical in some systematic way from the general population. It was felt that the concern for such a bias was dealt with in the Phase II questionnaire by: 1) approaching the client-in-situation from several perspectives and by comparing not only the Phase II and Phase I data, but also drawing conclusions across the several approaches; 2) giving practitioners the maximum opportunity to match by informing them fully of the client-in-situation concepts; and 3) giving practitioners the opportunity to design systems, thereby freeing them to consider not only the clients they deal with but also the potential clients surveyed in Phase I.

- The questionnaire was developed with six sections. Each section will be described separately below.

- Section I: The Collective Client. This section had two purposes. These were: 1) to introduce the respondents to the client-in-situation concepts by allowing them to familiarize themselves with a "checklist" of 115 attributes of clients-in-situations which included definitions of these attributes and 2) to provide the first set of matching data which could be compared with the Phase I data.

- The 115 attributes included in the "checklist" were derived from the Phase I study. Each attribute was a dimension of a variable from that study that described an aspect of client-in-situation.

- The respondents were asked to use the "checklist" to describe their clients. They were asked to estimate that proportion of the clients they had seen in the last 6 months which could be described by each attribute. These estimations were later be compared to the Phase I client-in-situation descriptions in order to determine how closely practitioners' perceptions of their clients align with clients' (i.e. citizens) perceptions of themselves.

- Section II: Designing a System. In this section respondents listed and ranked those aspects of the client-in-situation approach, i.e. the "checklist" attributes, that they would emphasize in a system designed to help the people where they most need help. Practitioners were allowed to apply the client-in-situation attributes independent of any constraints they may feel within existing systems. The percentage of practitioners who placed an attribute in their "ideal" system was compared to the percentage of citizens-in-situations to which that attribute was ascribed in Phase I.

- Section III: Training Strengths. In this section respondents listed and ranked those aspects of the client-in-situation approach for which they felt they had sufficient ability to train other practitioners. In doing so, practitioners essentially described themselves. A comparison was made of the percentage of practitioners who described an attribute as one of their training strengths to the percentage of citizens-in-situations to which that attribute was ascribed in Phase I.

- Section IV: Accidents. In this section respondents reported how frequently they had communication accidents (i.e. something went wrong) as a result of using or not using a series of different communication behaviors. Respondents were given a list of 56 communication "accidents" and were asked how frequently each had happened to them in the past 6 months. The purpose of the exercise was to begin to show how communication can be a tool for implementing the client-in-situation approach and to assess the need for behavioral training in communication. In order to take a client-in-situation approach, the practitioner must develop a repertoire of communication behaviors. The communication "accident" section was designed to explore practitioner use of such a repertoire and to provide data for the Phase III efforts to develop communication training strategies.

- Section V: Citizen's Handbook. In this section respondents reacted to the findings of Phase I written up as a handbook for helping citizens deal with their everyday situations. The respondents were asked to read the Citizen's Handbook and mark the places where they had the following reactions: 1) agreeing, 2) disagreeing, 3) questioning or confusion, 4) re-reading, and/or 5) stopping to think. This method of data collection was seen as a useful means of assessing practitioners' reactions to the client-in-situation approach and providing specific directions for the development of the Phase III training modules. The concepts with which practitioners agreed could be good places to begin client-in-situation training; those concepts with which they disagreed could be areas where practitioners would be most resistant and which would require special approaches. The three remaining responses indicated places where longer explanations, more examples, and more give and take could be useful. Additionally, this data was used as another source of data to be matched with the Phase I data.

* Section VI: Your Agency. In this section, respondents answered a series of the usual demographic and other descriptive questions about themselves and their agencies. The purpose of this section was twofold: 1) to derive a baseline description of the sample obtained, and 2) to develop a portrait of the human service delivery community in Seattle, particularly the information and referral emphases of that community.

Chapter IV: Sampling and Fielding Operations

- This chapter describes the procedures for obtaining the agency and library sub-samples, and then reports on fielding operations. The chapter concludes with a description of both the practitioner respondents and the human service agencies they represented.

Sampling:

- The agency sub-sample was drawn in two stages. In the first stage the human service agencies in the Seattle-King County area were identified. For the purpose of identification, two extensive agency listings, one published by the City of Seattle and the other published by Community Information System of Seattle, were used as source documents. Any agency that was listed in either one or both of these documents was screened for eligibility.

- The Phase I respondents were adult members of the general public in Seattle. In order to compare the data for Phase II with that collected for Phase I, the following initial eligibility criteria were applied to each agency identified in the source documents: 1) Does the City of Seattle constitute part of the agency's service area? 2) Is the agency's clientele primarily adult? 3) Are the agency's services accessible to the general public? A total of 1,072 agencies met these criteria and became candidates for the final sample.

- Those agencies which met the initial eligibility criteria were stratified according to both topic focus and service type. For topic focus, the service provided by each agency was coded into the 20 topic focus areas, neighborhood, consumer, housing, etc., utilized in the Phase I study. The second stratification variable, service type, required the coding of each agency according to the nature of the service provided, information/referral, resource/service, crisis center, etc. In all, 408 agencies were coded as having information or information and referral functions, either in whole or in part, and were consequently designated as "eligible information agencies" for the sample.

- From the 408 "eligible information agencies," 200 were selected to be in the original agency sample. Proportionate stratification methods were used to draw this original sample, as well as a replacement sample of 60 additional agencies.

- The first stage of the agency sample design was the identification and selection of agencies as outlined above. The second stage was the selection of respondents. Based on the assumption that the agencies themselves were best able to identify persons within their organization who would best serve the purposes of the study, letters were sent to the directors of each agency selected. Each director was asked to nominate one "information practitioner" from his personnel roster who had frequent contact with citizens in either an information or an informing role. Each of the nominated information practitioners was then called to arrange a date and time for the fielding appointment.

* Of the 247 agencies contacted, 56 refused to nominate a respondent and 21 agencies agreed to nominate a respondent but, for a variety of reasons, were unable to do so. Thus, 170 agencies were able to nominate a respondent.

* The universe from which the library sub-sample was drawn was easily defined as those employees of the two large public library systems serving the Seattle-King County public: the Seattle Public Library and the King County Library System. Since these two libraries are comparable in terms of staff size, each of the directors was asked to select from their professional and clerical staffs 65 respondents who represented a broad geographical spread of service outlets and who at that time directly served the everyday information needs of the public. Due to the high percentage of the staff of both systems that was to be sampled (over 50% of the professional staff from each), the directors were given as much freedom as possible in the choice of respondents. It was felt that this freedom was acceptable considering the high proportion of the total universe which was sampled.

Fielding:

* The fielding for the agency sub-sample took place at scheduled group sessions on the University of Washington campus. From the 170 nominated respondents, 141 questionnaires were obtained. Twenty-eight of the nominated respondents failed to keep their scheduled appointments, and one kept his appointment but refused to complete the questionnaire.

* The fielding for the library sub-sample took place in group sessions at the two libraries. From the 128 library respondents who attended the group session, 126 questionnaires were obtained. Two refused to complete the questionnaire.

* Fielding procedures were the same for both sub-samples. Since the questionnaire was designed to be self-administering, no verbal introduction was given. Questionnaires, "checklists," and supplemental materials were arranged on table workspaces when the respondents arrived, and the respondents

were instructed to begin work immediately and to work at their own pace. Assistants were present in the room throughout the sessions to answer questions as necessary. The mean time required for completing the questionnaire was 107 minutes, and the distributions of completion times for the two sub-samples were comparable.

The informational component of human service delivery:

* In response to our society's burgeoning information crisis, numerous helping agencies with a focus on information have sprung up; information systems have been developed; and new information professionals have been trained. But, very little study has been done on the nature of these new information agencies and services. There is very little empirical evidence to aid our understanding of the pattern of available services. The data which are available -- such as the two source documents used to identify the universe for the agency sub-sample -- generally provide an administrative view of the intended fucntion of the agency in the fulfillment of its mandated goals. On the other hand, the agency employees who have direct contact with the public can report with greater fidelity on the actual day-to-day function of the agency. The published source may reflect the purposes of the agency; the agency respondents may reflect what the agency actually does.

* The final section of this chapter provides a portrait of the formal information environment in the Seattle area based on the way the practitioner respondents described themselves and/or their employing institutions according to the following characteristics: 1) types of information related services offered, 2) topic focus, 3) age groups of clients served, 4) minority groups offered specialized service, 5) types of service offered by respondent, 6) number of years respondent has worked for present employing institution, 7) number of years respondent has done similar work, 8) areas of formal educational background of respondent, and 9) number of years of education of respondent.

* Three service types -- information and/or referral, mass media, and public information -- were cited by the agency and library respondents with comparable frequency. For four other services -- resource or service delivery, crisis center, counseling, and library -- the library and agency institutions appeared to complement, not duplicate, each other.

* The most frequently cited topic area for agency institutions was health, and for library institutions, recreation and culture.

* 90.5% of the library respondents reported that their institutions serve all adult age groups, whereas only 44.0% of the agency respondents did so.

* The minority group most frequently mentioned as being offered specialized service by both the library and the agency respondents was Black. The least frequently mentioned minority group being offered specialized service by agency respondents was Korean. For the library respondents, the least frequently mentioned was Filipino.

* Agency respondents had shorter tenure with their present employers and had been performing similar work for less time than library respondents.

* The most frequently cited areas of educational background by agency respondents were social work and psychology. For the library respondents, as expected, the most frequently cited was librarianship.

* 71.4% of the agency respondents had at least the equivalent of a college education (16 or more years of education), and 66.9% of the library respondents had the equivalent of a masters degree (17 or more years of education).

* Much less is known about agency institutions than about libraries. For this reason, data about agency institutions were more fully analyzed. The following points are derived from agency data alone.

* The burgeoning of human service agencies in the face of rapidly growing citizen demand has necessarily been unsystematic and has often occurred without integrated planning. Even when systematic planning has been attempted, those efforts have been hampered by limited resources and a bewildering variety of funding bases for agency services. Their creation at the impulse of immediate need and their accountability to different funding sources has resulted in a complex, overlapping, little understood phenomenon that has a large impact on the lives of all citizens. Thus, it is critical that we have some sort of understanding of the portrait of the information environment presented by the agency practitioners. Following are several themes which emerged from an examination of the four agency variables of service type, topic focus, age groups served, and minority groups offered specialized service.

* Redundancy. When agencies are distributed across service types within different topic foci, a picture of bewildering duplication emerges. For the 7 service types and the 19 pre-set topic focus areas, 133 service/topic combinations

are possible. If agencies were to specialize in one combination (e.g., in information and/or referral service on health, or crisis center on crime and safety), we would expect 0.8% of the agencies to be in each cell. This distribution would indicate no overlap, a high degree of specialization, and a full coverage of service needs. The pattern found was that the lowest percentage indicated that 5.0% (or 7 of 141) of the agencies were offering library service for housekeeping and household maintenance; the highest percentage indicated that 63.8% (or 90 out of 141) of the agencies were offering information and/or referral on health. Of the 133 possible service/topic combinations, 84 (63.0%) are served by at least 20.0% of the agencies.

- Relative lack of emphasis on library service. Of the seven service types, the least emphasized was library. This pattern of service availability indicates the importance of the public libraries as complements to the human service agencies. In particular, service needs are indicated for the topics of housekeeping and household maintenance; family planning and birth control; crime and safety; immigration, migration and mobility; and veterans and military for which less than 10% of the agencies offer library service.

- Age pattern of services. One of the criteria for including agencies in the universe for this study was the Adult Clientele Criterion. This criterion resulted from the study's emphasis on adult information needs and the need to match the information practitioner sample with the Phase I citizen sample of those 18 years of age and older. This criterion would result in underrepresenting agencies that emphasize service to clients under 18. However, the examination of service types and topic foci by age groups showed a lower frequency of service not only for clients under 18 but also for clients over 30. The decrease in service availability for clients aged 60 and over is of particular concern as the need for service increases for many in that age group.

- Minority group pattern of services. When related with the overall service availability by topic foci and service types, the strongest pattern is the contrasting lack of specialized services to minority groups. It is generally recognized that minority groups have greater need for services than the general population, but less than 20 of the agencies had any specialized service at all for any minority group.

Chapter V: Definitions, Coding, and Analyses.

The "checklist" attributes -- definitions:

* The "checklist" attributes are the bases for three of the sections in this questionnaire. There are 115 attributes which represent dimensions of 23 different classes of variables that were developed from the findings of Phase I. The attributes are explained below.

* Topic focus (attributes 1-19). The individual's situation may be categorized into one or more topic areas: neighborhood; consumer; housing; employment; education and schooling; health; housekeeping and household maintenance; transportation; recreation and culture; financial matters and assistance; public assistance and social security; discrimination and race relations; child care; family and personal; legal; family planning and birth control; crime and safety; immigration, migration and mobility; veterans and military; public affairs.

* Resolution state (attributes 21-23). The individual's situation may be resolved, partially resolved, or unresolved.

* Nature of client request (attributes 24-26). The individual may want the practitioner to listen to a complaint, fill an information request, fill a resource/service request, or some combination of these.

* Explicitness of request (attributes 27-29). The individual may be explicit when he makes his request, only somewhat explicit, or not explicit at all.

* Stability of request (attributes 30-32). As the individual talks, his description of what he wants may change completely. It may remain somewhat stable (changing only partially), or it may remain the same over time.

* Client movement state (attributes 33-37). The individual may feel he has to make a decision, get around an obstacle, cope with a worry, live with a problematic situation, or get informed.

* Social embeddedness (attributes 38-40). The individual may find himself in a situation where he sees himself as alone, or there may be one or more individuals or groups involved in his situation.

* Situation embeddedness (attributes 41-42). The individual may find himself in a situation which he sees as being tied in with other situations, or he may find himself in an isolated situation.

- Perceptual embeddedness (attributes 43-44). The individual may find himself in a situation which he finds easy to get at the heart of or one that is hard to get at the heart of.

- Preferred perspective (attributes 45-47). The individual will have his own preferred way of looking at the situation. He may want to stand back from it, or get up close and pay attention to details, or both.

- Orientational state (attributes 48-52). The individual may pay attention to himself primarily -- his external self or his internal self. Or, he may primarily pay attention to the external or internal states of others. Or, he may pay attention to non-human objects or conditions. He might also pay attention to any combination of these.

- Situation-facing tactics (attributes 53-62). The individual may face the situation by directing and pointing (doing things), by connecting to others (making contact with people), by stopping (procrastinating, retreating), by agreeing or continuing (going in an already established direction), or by repeating (doing something over again). Or, he may move through his situation by responding to the demands of others or events. Thus, he may be directed, be connected with, be stopped, be agreed with, or be made to repeat. He may also use any of these tactics in combination.

- Situation-facing strategies (attributes 63-67). The individual may use an interpersonal strategy (talking to others), a decisioning strategy (comparing alternatives), a cognitive strategy (trying to understand something or inform himself), a getting-someone-to-help strategy, or an emotional strategy (getting angry). He may also use a combination of these.

- Amount of information seeking (attributes 68-70). The individual may not do any explicit information seeking, or he may seek one or two pieces of information, or three or more.

- Use of institutional sources (attributes 71-72). The individual may contact no institutional sources, or one or more sources.

- Information types (attributes 73-75). The individual may seek INFORMATION$_1$ (objective information), INFORMATION$_2$ (personal sense), or INFORMATION$_3$ (information on the procedures for finding either of the other types of information).

- Information questions (attributes 76-81). The individual may have different types of questions depending on whether he wants to assess the situation or system, learn options or alternatives, locate himself or others in time and space, learn reasons and causes, learn the ideas of others, or learn procedures.

- Ease of information finding (attributes 82-84). The individual may find the information easy, hard, or impossible to find.

- Helping information utilities (attributes 85-89). The individual may evaluate information in terms of whether it helps him make progress, plan, get clarification, get social support, or get self-control.

- Non-helping information utilities (attributes 90-94). When information doesn't help, it may be because it doesn't help the individual make progress, plan, get clarification, get social support, or get self control.

- Expert questions (attributes 95-98). The individual may feel that the practitioner should know the nature of his unique situation, his characteristics, the restraints on him, or what he has done so far. He may also want the practitioner to know a combination of these things.

- Library information expectation (attributes 99-102). The individual may think it is not likely at all that a library would have helpful information, or that it is somewhat unlikely, somewhat likely, or very likely.

- Barriers to resolution (attributes 103-115). The individual may see the situation as lacking resolution because it is out of his control, too complex, recurring, or a societal issue. He may see an institution or an individual standing in the way, or he may see his own emotions, lack of information, lack of resources, or lack or understanding of others as barriers.

Coding:

- Because the questionnaire was entirely closed-end, coding was fairly straightforward. Coding was completed during a 2-month period in the summer of 1976. A brief description of the coding of each section of the questionnaire follows.

- Section I. Respondents estimated the percentage of clients they had seen in the last 6 months who could be described by each of the "checklist" attributes. Responses between 0% and 95% were rounded to the nearest 5%. Those over 95% were coded as 95%. "Don't know" responses recieved a unique code.

- Section II. This section of the questionnaire required respondents to select those attributes from the "checklist" that they would emphasize if they were designing a system to help people where they felt people most needed help. After a set of attributes was selected, respondents were asked to rank those attributes according to how much they would emphasize them. Coders were given procedures for coding tied ranks.

- Section III. The coding procedure for Section III was similar to that of Section II. This section of the questionnaire asked respondents to again select and rank a set of attributes. For this section, the criterion was those attributes for which they had enough experience and ability to train another practitioner.

- Section IV. In this section the practitioners were asked to indicate for a set of communication accidents how often each accident had happened to them over the past 6 months. The frequency of accident occurrence was coded on a scale from 1 to 5, where 1 represented "never" and 5 represented "very often."

- Section V. Practitioners were asked to react to a "Citizen's Handbook" which gives citizens directions on how to cope with situations. A record was kept of which sentence was reacted to, whether the reaction occurred within the sentence (internal) or at the end of a sentence (external) and the nature of the reaction (agree, disagree, question, re-read, or stopped to think). One internal and one external response was coded for each sentence.

- Section VI. The closed ended demographic and descriptive items of this section are discussed in Chapter IV.

Keypunching and data cleaning:

- Coded data were punched onto twenty, 80-column IBM cards for each respondent. The keypunching accuracy was verified and all illegal values corrected.

Data analyses:

- The following data analyses were completed during the fall of 1976:

- One-way distributions. Raw percentages and frequencies of response were calculated for the five main sections of the questionnaire.

- Indices for special purposes. Two problems prevented the

Phase I and Phase II data from being directly comparable: 1) Some of the attribute sections sum conceptually to 100% while others do not. This is due to the fact that attributes in some sections are mutually exclusive while in other sections attributes could be mentioned as occurring simultaneously. 2) Citizen respondents were constrained in their responses either by the nature of the questionnaire or the content analysis scheme used. However, practitioners were not under these constraints and could indicate freely from 0% to 100% for any attribute. In order to overcome these problems and provide comparable data, two indices were developed. These are citizen discrepancy scores and attribute emphasis scores. Citizen discrepancy scores allowed comparison between the citizens and the practitioners. The percentages for the citizen and the practitioner samples were adjusted to a baseline of 100% to provide an estimate of how each sample would respond when similarly constrained. The citizen adjusted per cent was subtracted from the practitioner sample per cent to obtain a score which reflected the degree of difference between the two samples. Attribute emphasis scores measured the amount of emphasis the practitioners gave to an attribute relative to an average amount of emphasis calculated over all 115 attributes. The score was obtained by summing all estimated per cents for each practitioner sample and dividing this sum by 115 (attributes) to obtain an average emphasis against which to compare the emphasis given a particular attribute.

* Factor analysis. Factor analyses were used to identify those communication "accidents" in Section IV which had comparable patterns of response, measure the strength of those patterns, and disclose the number of distinct patterns contained in the responses to the set of accidents.

The absence of statistical tests:

* No statistical tests were used in the analyses of these data. The purpose of this study is to identify broad trends and their possible implication, particularly for practitioner training, rather than to test specific hypotheses.

Chapter VI: The Collective Client

Overview:

- This chapter reports the results obtained in Section I of the questionnaire which asked respondents to describe their collective client using the "checklist" attributes. The core purpose of this chapter is to compare practitioner descriptions of their clients to citizen descriptions of themselves in order to determine how accurately the practitioners see citizens-in-situations.

- In the presentation of results for this chapter, three different kinds of analyses were performed. 1) The "don't know" response analysis focused on the ability of the respondents to utilize the client-in-situation attributes in their collective client descriptions. 2) The citizen discrepancy analysis focused on the degree to which practitioner estimates of their collective client were different from the way in which citizens-in-situations were described in the Phase I study. Here the purpose is to see, quite directly, how far off practitioner application of the attributes was from citizen application. 3) The citizen discrepancy x attribute emphasis analysis focused on the degree to which practitioners emphasized particular attributes more or less than the average attribute. The purpose was to contrast, for example, an attribute that was highly discrepant and highly emphasized with one that was highly discrepant and not emphasized. In the body of the chapter, results were presented as derived in each of these separate analyses. Following are the main themes drawn across those results.

Summary and conclusions.

- The practitioners felt most confident of their ability to describe their clients on those aspects of client-in-situation which occur at the point of the practitioner-client interaction. Thus, the library practitioners, who exhibited a relatively large "don't know" response, gave far fewer "don't knows" to those aspects of client-in-situation which described what clients asked of them, how much information clients sought, and how clients articulated their requests. In contrast, their highest "don't know" responses were given for attributes which described how the client defines his own situation and what he chooses to look at. The agency practitioners had a relatively low "don't know" response but that which was present followed this same pattern. Perhaps the best example of this point came with practitioner responses to the attributes describing how information helped versus those describing why information doesn't help. The "don't know" response for the helping utilities was at least half that of the non-helping utilities. Thus, the practitioners seemed to be indicating that they pay attention primarily to those aspects of clients-in-situations that occur right at the point of contact. These, of course, are the very aspects which are emphasized in the normative approach which assumes that every client can be dealt with as a typical client with a typical situation.

* The practitioners were not necessarily less discrepant from citizen portraits in their client descriptions on those aspects of clients-in-situations on which they had more confidence. It was generally true that the practitioners were more accurate (i.e. presented client portraits that were closer to citizen portraits) on those attributes which involved them directly. For example, they were not discrepant in their descriptions of various information categorizations and certain situation-facing tactics. They were, however, very discrepant in their descriptions of how stable and explicit client articulations were, how many clients sought information, and what clients were asking them to do. In these cases, both sub-samples of practitioners said their clients made stable and explicit information requests much more often than citizens were described this way in the Phase I study.

* The practitioners, particularly the library practitioners, overemphasized information. Both sets of practitioners presented portraits of their clients that emphasized information. In contrast to citizen descriptions, both said their clients were more likely to seek information and to ask practitioners to fill information requests. The agency respondents also gave moderate emphasis, and were moderately discrepant in doing so, to a description of their clients as seeking hard to find information. Of the two sub-samples, however, the library respondents presented a portrait of their clients that was almost totally information oriented. This contrasts to the fact that in the agency sub-sample portraits of clients information was only one of several elements of emphasis. The typical library client was portrayed as one who wants to get informed with easy to find objective information. This portrait was highly discrepant from how citizens were described in the Phase I study.

* The agency and library practitioners indicated that they live in different realms. The clearest evidence of this theme came with respondent judgments of whether libraries had helpful information relevant to their "collective client" situations. The library practitioners said it was very likely. The agency practitioners said it was very unlikely and, more often, said they didn't know. Both sub-sample

portrayals were discrepant from citizen portrayals. Thus, in contrast to citizens, librarians overestimated the likelihood and agency practitioners underestimated the likelihood. Further evidence showed that while both sets of practitioners described information as being highly relevant to their clients, the library respondents emphasized easy to find information while the agency respondents emphasized hard or impossible to find information.

* The practitioners indicated that they were not highly involved in helping clients make personal sense. While both sub-samples described their clients as wanting to get "informed," the meshing of this emphasis with other client-in-situation attributes suggested that what the practitioners meant by "informed" was that clients contacted them with more resolved and already thought out situations. Thus, the clients did not complain and were able to make explicit and stable requests that did not change during the course of the interaction and pinpointed with clarity what they wanted in terms with which the practitioner could readily cope within the existing system. This pattern is additionally reinforced in the library sub-sample by high emphasis on category schemes for information, such as topic foci or information types. This portrait of clients was highly discrepant from the citizen results which showed citizens as needing to make sense in situations where both the situation and their own views changed as time passed. Far fewer citizens showed the kind of definiteness which these practitioner portraits emphasized.

* The practitioners emphasized typical, normative situations. Both sets of practitioners showed less ability to cope with those client-in-situation attributes which focused on how the client defines his own situation and how he copes with that situation outside of the time when he might interact with a practitioner. Thus, the practitioners gave moderate to low emphasis to client movement states, such as coping with worries or living with problematic situations, that are not ordinarily thought of as information or resource/service states. They also gave low emphasis to those situation-facing tactics and strategies, such as getting stopped and being emotional, that ordinarily do not involve practitioners. And, for the most part, they presented a picuture of client situations that was very simple. Both said client articulations were more explicit and more stable than citizens did. Both said situations were more likely to be partially or fully resolved. In addition, each sample gave additional cues that differentiated them but still supported this general picture. Library practitioners overemphasized, in contrast to citizens, how much clients focused on non-human objects or conditions and described more clients as moving alone

through their situations. And, while agency practitioners concurred in describing the uniqueness of client situations far more simply than citizens did, they overemphasized the complexity of aspects that exist independent of the client. Thus, they saw client situations as more socially and situationally involved than citizens did and they overemphasized how hard it was to get at the heart of situations and how hard it was to find information. They were also more concerned than citizens with the nature of the situation. The general portrait in both sub-samples, then, is one that either does not focus on the uniqueness of client situations or, when it does, underemphasizes them. Instead, the portraits focus on aspects accepted in the traditional approach. For the library respondents, the emphasis was information. For the agency respondents, the emphasis was resource/service delivery assistance for complex situations that seem to have an existence independent of the clients in them.

* The practitioners coped least well with those aspects of client-in-situation that involve assessing the client in his unique situation. Both practitioner sub-samples were very confident of their ability to estimate the nature of their client requests and the degree of stability and explicitness of those requests. Yet, both samples had high discrepancy scores on these aspects indicating that they overemphasized, in contrast to citizens, the stability and explicitness of requests and the degree to which clients wanted to have information requests filled. They also underemphasized, in contrast to citizens, the wish to have complaints listened to. Thus, both samples gave evidence that they handled least well the very aspects of client-in-situation which involve the practitioner eliciting from the client his own unique version of client-in-situation.

* The library and agency practitioners presented portraits of their "collective clients" that reified their own traditional perspectives. The portrait of service presented by the library practitioners appeared more objective and detached. Thus, the library respondents described clients with simple situations that were easy to get at the heart of and low in social and situational embeddedness. They saw clients as requiring objective but easy to find information. In contrast, the agency respondents described clients with more complex situations that were both socially and situationally involved and hard to get at the heart of. They saw clients as requiring interpersonal assistance to obtain resources/services and hard or impossible to find information. Both of these portraits, no matter how traditional or accepted they may be, were in large part highly discrepant from how citizens were described in the Phase I study.

- *The library practitioners coped less well with the client-in-situation approach than the agency practitioners.* While both sub-samples are described by the findings above, the evidence consistently showed that the findings for the library respondents were intensified. Thus, the library respondents were more likely to say they didn't know how various attributes applied to their clients. Their descriptions of their clients were also more discrepant from citizen portraits.

Chapter VII: Designing a System.

Overview:

- * This chapter reports the results obtained in Section II of the questionnaire where practitioners were asked to design an ideal system which they felt would most help average citizens cope with their life-facing situations. In performing this task, each practitioner respondent first selected all those attributes from the "checklist" which should be emphasized, and then ranked them in order of importance. The respondents were not limited by the system as it now exists and were free to apply the client-in-situation attributes outside of existing system constraints. The purpose of this chapter, then, is to report the way in which practitioners would design helping systems utilizing the client-in-situation attributes and to compare the attributes selected by the practitioners for inclusion in their systems to the way in which citizens described their own situations in Phase I. Thus, the pertinent question is: How closely do the practitioners come to designing a helping system which is responsive to the expressed needs, desires and behavior of the citizens?

- * In the presentation of results for this chapter, three different kinds of analyses were performed: 1) The number of attributes mentioned analysis focused on the distribution of the practitioner samples according to the total number of attributes mentioned in their respective system designs. 2) The citizen discrepancy analysis focused on the degree to which the systems designed by practitioners matched the expressed needs and behavior of the citizens. 3) The citizen discrepancy x attribute emphasis analysis focused on the degree to which practitioners emphasized particular attributes more or less than the average attribute. The purpose was to contrast, for example, an attribute that was highly discrepant and highly emphasized with one that was highly discrepant and not emphasized. The results derived in each of these separate analyses were presented in the body of the chapter. Following are the main themes drawn across those results.

Summary and conclusions.

- * The practitioners designed systems that emphasized information delivery. Information was the central focus of the system designs for both sub-samples. In contrast to citizens, both sub-samples overemphasized service to those who lack information and felt practitioners should be prepared to deliver a lot of information to those who request it.

- * The practitioners designed systems that emphasized rational approaches and de-emphasized what are commonly called irrational approaches. Thus, both sub-samples placed little emphasis in their systems on clients who want to have someone listen to their complaints or use interpersonal and emotional strategies. Both overemphasized, in contrast to citizens, the use of decisioning approaches. In their own ways, each sub-sample showed this same pattern. The library practitioners very much overemphasized getting informed and underemphasized, in contrast to citizens, coping with worries. The agency sub-sample put more emphasis on decisioning approaches.

* The practitioners seemed to exclude information processing from non-rational approaches. This finding flows from those above. The pattern of results was such that information-related attributes rarely clustered with approaches or situations that are commonly called non-rational: emotional and interpersonal strategies or situations that are described by clients as being worries. It appears, then, that the practitioners did not consider the possibility of clients getting informed through the use of emotional or non-rational approaches.

* The practitioners emphasized the normative situation and de-emphasized the unique client situation. Evidence came from several sources for this theme. On the one hand, the practitioners put considerable emphasis in their system designs on various methods of categorizing situations and information suggesting a strong focus on the normative approach. On the other hand, the practitioners put very little emphasis, and usually discrepant emphasis, on those client-in-situation attributes which deal with the individual client's unique perceptions and unique approaches. Thus, for example, both sets of practitioners underemphasized, in contrast to citizens, situations with no others involved. Both underemphasized situations in which clients have been stopped or have stopped themselves. Both underemphasized the need to know about the characteristics of the client and overemphasized the need to know what the client had done so far in his situation. Both were discrepant from citizen emphasis in the attention they put on various perspectives that clients would use for looking at their situations.

* The practitioners seemed to see client articulation as a means of translating the client request into system terms. Thus, both practitioner sub-samples placed high emphasis on various means of categorizing situations and information. Usually clustered with these categorization attributes were attributes indicating that the practitioners felt their ideal systems should deal with clients whose articulations are unstable or inexplicit. The juxtaposition of the articulation

attributes with the categorization attributes was so consistent that it suggested that the practitioners were looking at the client's articulation as something that required shaping to fit the system's categories designed for information access.

* The practitioners emphasized those aspects of client-in-situation which they now use in the normative approach. Thus, virtually all attributes emphasized by the practitioners in their system designs involved that short span of time when the client is in contact with the practitioner. For example, the practitioners overemphasized, in comparison with citizens, the use of situation-facing behaviors that involve the client contacting other people but underemphasized such situation-facing behaviors as stopping. Both emphasized, usually with a different emphasis than citizens, styles of articulation. Yet, they rarely emphasized different styles of seeing situations.

* The practitioners did not put much emphasis on helping clients make personal sense. This conclusion comes from the overall complex of findings rather than individual data points. Both sets of practitioners put less emphasis in their system designs on helping clients who want to focus on their own internal sense and more emphasis on either objective information (library practitioners) or procedural information (both sub-samples). When this finding is combined with the fact that both sub-samples overemphasized, in contrast to citizens, those attributes dealing with various means of categorizing information and situations for system access and de-emphasized most attributes dealing with the client's unique perspective, a portrait emerges which suggests that the practitioners gave relatively little emphasis to designing systems for helping clients make personal sense.

* The practitioners emphasized the challenging case. This conclusion is consistent with the practitioner emphasis on the normative situation. Both samples put more emphasis, in their system designs, on more difficult to find information. Both put emphasis on clients who needed more information. This pattern of findings was even stronger for the agency practitioners who put more emphasis on situations that were more perceptually and situationally embedded. For both sub-samples, the juxtaposition of this emphasis on the more difficult situation with the lack of emphasis on those attributes of client-in-situation which focus more on the unique client suggests that both sub-samples were focusing on measures of complexity that were independent of the unique client situation.

- The practitioners focused on different realms of information. Although both sub-samples put high emphasis on the design of systems for serving client information requests, each sub-sample stressed somewhat different aspects in its system. The library sub-sample placed almost total emphasis on information. The agency sub-sample placed emphasis on information for decision-making. The agency sub-sample also placed more emphasis on the difficult and challenging case. A picture emerges, then, of the two sub-samples veering toward what are commonly considered their strengths within the normative system. While the library practitioners showed almost an exclusionary information focus, the agency practitioners showed involvement in a larger span of the individual client's efforts to face situations. Yet, this involvement was as discrepant in its emphasis on decisioning for challenging cases as the library sub-sample's sole emphasis on information.

Chapter VIII: Training Strengths

Overview:

- This chapter reports on the results obtained in Section III of the questionnaire which asked respondents to describe their "training strengths." Each respondent was asked to indicate which of the client-in-situation attributes he felt he had sufficient experience and ability dealing with that he could train other practitioners. The purpose was to provide additional data that could speak to the central issues of this study -- How well do information practitioners cope with the client-in-situation approach and in what areas do they most need training?

- Specifically, the results of this chapter are to be combined with those of Chapters VI and VII, both of which are based on data generated by respondent use of the client-in-situation "checklist" of attributes. In Chapter VI, results report how the practitioner respondents described their clients, using the "checklist." In Chapter VII, results report how the practitioners would emphasize the various attributes in their "ideal systems." In this chapter, results will focus on how practitioners saw their own "training strengths." In combination, then, the three chapters are intended to present a comprehensive picture of how the practitioner respondents handled the client-in-situation "checklist."

- In the presentation of results for this chapter, four different kinds of analyses were performed: 1) The number of attributes named analysis focused on what percentage of the 115 client-in-situation attributes were named as "training strengths." 2) The citizen discrepancy analysis focused on the degree to which practitioner emphasis on training strengths within attribute sections was discrepant from the relative emphasis with which the attributes were ascribed to citizens in the Phase I study. 3) The citizen discrepancy x attribute emphasis analysis focused on the degree to which practitioners emphasized particular attributes more or less than the average attribute. The purpose was to contrast, for example, an attribute that was highly discrepant and highly emphasized with one that was highly discrepant and not emphasized. 4) The "system design" and "training strengths" overlap analysis focused on the degree to which practitioners named the same attributes as aspects to be covered in their "ideal systems" that they named as "training strengths." In the body of the chapter, results were presented as derived in each of these separate analyses. Following are the main themes drawn across those results.

Summary and conclusions:

- *The practitioners felt strongest in their capacity as information providers.* The practitioners generally described themselves as best able to deal with clients who are active information seekers, seeking a lot of difficult to find information, from insitutional sources, in order to get informed. In presenting this portrait of their training strengths, both sub-samples showed much higher emphasis on these informational aspects of clients-in-situations than citizens did. This emphasis was strong in both sub-samples but even more so for the library practitioners who emphasized information almost to the exclusion of all other client-in-situation attributes.

- *The practitioners were generally strongest in dealing with those aspects of client-in-situation which enter their time frame, and weakest in those that fall outside of their time frame.* Thus, not only did both sub-samples overemphasize information in contrast to citizen emphasis, they specifically underemphasized attributes which traditionally are seen as outside their realm. A good example is the finding that showed the practitioners were much more likely to say they had training strengths in dealing with clients who saw information as helpful and much less likely to say they were strong in dealing with clients who saw information as not helpful. Another example is the practitioner emphasis on various means of categorizing information and on situation approaches that involve practitioner contact. These attributes were cited frequently by both sub-samples of respondents. In contrast, various situation descriptors as seen through the client's eyes were cited far less frequently.

- *The practitioners placed heavy emphasis on their own training strengths concerning objective, rational approaches to situation-facing.* Both sub-samples emphasized training strengths related to objective or procedural information. Both also emphasized strengths associated with the more cognitive situation-facing approaches and de-emphasized, comparatively, the more emotional approaches. Thus, the library practitioners gave much less emphasis than citizens did to situation approaches that focused on worries or on learning to live with a problematic situation. Agency practitioners gave much more emphasis than citizens did to strengths in decisioning strategies. And, both sub-samples gave much less emphasis than citizens did to emotional and interpersonal strategies for situation-facing.

- *The practitioners seemed to exclude information from non-rational approaches in evaluating their own training strengths.* This finding is covered briefly above. It deserves special mention, however. The pattern of findings was so consistent that it suggests that these practitioners explicitly excluded the possibility, for example, of seeking information in order to cope with a worry, or of getting informed with an emotional situation-facing strategy. Strengths on objective, information-related attributes were consistently clustered with the rational and the cognitive, consistently received more emphasis, and were usually more discrepant from citizen emphasis. In contrast, the attributes representing strengths on the more emotional and less cognitive approaches were never clustered with objective, information-related attributes, and were consistently de-emphasized and negatively discrepant from citizen portraits.

* The practitioners emphasized strengths in dealing with the typical, normative situation and de-emphasized the unique client situation. The juxtaposition of findings supports this conclusion. On the one hand, the practitioners emphasized information-related strengths and means of categorizing information. They also emphasized the challenging case -- the situation that is hard to get at the heart of and for which information is hard or impossible to find. On the other hand, they infrequently cited attributes which focused on how clients look at their situations, what they choose to look at, and what approaches they use. When they did cite these unique situation descriptors as training strengths, they did so with emphases that were often markedly discrepant from citizen emphases. Thus, for example, they saw client situations as having less diversity than citizens did and they tended to underestimate the social embeddedness of situations. The summary picture, then, is one which suggests that the practitioners saw themselves as experts in dealing with a set of typical cases and, within this context, welcomed the challenging case. On the other hand, they paid little attention to descriptors of unique clients-in-situations.

* The practitioners did not indicate strengths in helping clients make personal sense. Both sub-samples overemphasized, in contrast to citizens, objective and procedural information. While both emphasized their ability to help citizens get informed, they de-emphasized, in contrast to citizens, their ability to deal with clients who want practitioners to listen to complaints and who want to get internal or subjective information. Both placed heavy training strength emphasis on those kinds of information that focus on assessing systems or describing procedures. The agency sub-sample also emphasized strengths concerning information on options for decision-making. Both emphasized the more cognitive approaches and de-emphasized emotional and interpersonal approaches. The general pattern, then, is one that suggests that these practitioners did not see themselves as strong in

dealing with personal sense-making. This pattern of findings is also generally one that was discrepant from how citizens described themselves in their own situations where they, for example, placed more emphasis on acquiring subjective information.

- The practitioners indicated they were experts at molding the unique client's request to fit the system's requirements. This finding emerged in several ways. First, there was a consistently high training strength emphasis on various means of categorizing information and situations. Secondly, there was a moderate to high emphasis in both sub-samples on client articulations that are not stable at all or not explicit at all. In both cases, the practitioners overemphasized, in contrast to citizens, these less definite articulations. The pattern of findings suggests that the practitioners saw themselves as expert at translating sometimes incoherent and inarticulate client needs into system categories.

- The practitioners described as strengths those areas which are consistent with their own traditional perspectives. On the whole, the findings across the two sub-samples were remarkable similar. The differences that did emerge in the "training strengths" portraits between the two sub-samples were ones that are traditionally seen as almost the stereotyped differences between the two sets of practitioners. On the one hand; the library practitioners were most discrepant from citizens when they described themselves as best able to deal with purely objective, but hard to find information for partially resolved situations. On the other hand, agency practitioners were discrepant from citizens when they described themselves as best able to deal with clients who are seeking primarily objective and procedural information, that is sometimes impossible to find, for use in decision-making in partially resolved or unresolved situations. The library practitioners, therefore, described themselves as having strengths in a narrow but highly centered range of activity. The agency practitioners, on the other hand, had a broader perspective, one that appeared more involved with client movement spaces, but in its own way was almost as discrepant from citizen emphasis as the library practitioner portrait.

- The practitioners indicated a high degree of overlap between their designations of training strengths and their ideal system designs. Out of 115 attributes, the average practitioner named 10 or 11 as training strengths and indicated that he had also named 1/3 to 1/2 of these as aspects to be emphasized in his ideal system design developed to help people where they most need help. Generally, then, the practitioners indicated that they saw many of their own training strengths as the basis for system design.

Chapter IX: Accidents

Overview:

* This chapter reports on the results obtained in Section IV of the questionnaire. In that section, the respondents were asked to indicate for a series of 56 communication "accidents" how frequently each accident had happened to them over the past 6 months. The main purpose was to provide data that would allow an exploration of practitioner use of communicaion behaviors as tools for dealing with their clients.

* In order for a client-practitioner interaction to be a "helpful" one, client and practitioner must somehow align their views of what the client wants and what the practitioner might do so that both will move in the same direction. Both practitioner and client, however, have their own individual histories; therefore, this alignment is not easy. But if it is not obtained, practitioner and client could well continue to move in different directions. The resulting "accidents" would make the interaction less fruitful than it could have been.

* In the pervasive model of practitioner-client interaction, communications are used not for aligning views but for determining the "truth" of the situation. Practitioners elicit from their clients enough detail to deal with the situations normatively. Little emphasis is placed on the individual sense that the client has had to, and will continue to have to, construct for his situation, or the fact that this sense will change as time passes and events occur, even during the space of the client-practitioner interaction.

* In the client-in-situation approach, communications have a very different and far more important purpose. In fact, the client-in-situation approach rests on communications. It is with communication behaviors that the practitioner and client can align their views and each make personal sense so that they can move helpfully in the same direction. In order to use a communications-based approach, however, the practitioner must have skill in using a repertoire of communication behaviors. Thus, they must have not only a skill in using different tactical behaviors (e.g. asking questions, repeating), but also a structure that guides the choice of alternatives depending on situational conditions. Unfortunately, relatively little research has been done that is helpful in this regard. The "accidents" section of the questionnaire was designed as an exploratory attempt to look at how practitioners report their own use of communication behaviors as tools.

- * In the presentation of results for this chapter two different kinds of analyses were performed: 1) The accident occurrence analysis focused on the frequency with which practitioners reported encountering various kinds of communication "accidents." The purpose here was to look at both the quality and the quantity of reported accidents. 2) The underlying communication pattern analysis focused on the identification of practitioner communication patterns which might emerge by the use of factor analysis. The purpose here was to pinpoint those accidents which had comparable patterns of response, measure the strength of those patterns, and disclose the different distinct patterns contained in all responses across all accidents. In the body of the chapter, results were presented as derived in each of these separate analyses. Following are the main themes drawn across those results.

Summary and conclusions:

- * The practitioners reported many different kinds of accidents. The average frequency of occurrence of any individual accident was not high (somewhere between "seldom" and "sometimes"); however, all accidents had about the same frequency of occurrence. Thus, the practitioners did not differentiate between accidents. Further, there was little difference between the sub-samples on frequency of occurrence. In sum, the practitioners indicated that they had many different kinds of accidents, and there seemed to be little evidence that they were more able to control certain kinds of accidents than others.

- * The practitioners reported somewhat more accidents in their attempts to get the client's picture. The one pattern that did emerge to differentiate types of accidents indicated that the practitioners somewhat more frequently had accidents when trying to get at clients' pictures of their own situations. For example, the practitioners reported that they more frequently had accidents that involved getting the ideas that clients were trying to convey or being sure of client opinions and preferences. In contrast, the practitioners reported that they less frequently had accidents that involved controlling self (e.g. their own speed, their own information seeking). Thus, the data suggest that practitioner use of communication behaviors reflects reliance on the traditional approach, in which the practitioner is less concerned with getting the client's picture and more concerned with implementing his own "professional" picture.

- * The practitioners did not appear to be operating from a repertoire of communication behaviors. It has been suggested that in order to implement the client-in-situation approach the practitioner must operate from a repertoire of communication behaviors. Such a repertoire includes not only the elements of behavior (e.g. different communication tactics such as interrupting, questioning, repeating), but a structure as well. The structure would be a framework within which the practitioner would create alternative approaches for the here-and-now of each microscopic event in a communication situation. The "accident" data, however, gave some indication that the practitioners were only tangentially operating from such a repertoire. The lack of variance in response suggests that the practitioners use communication behaviors like most people do, as they come naturally (i.e. by habit or by chance), rather than with explicit choice. This is further confirmed by the fact that the agency and library sub-samples, who showed differences in all other chapters, showed few differences in communication behavior reports. This evidence is additionally reinforced by the fact that factor analyses of the accident responses did not unearth any underlying patterns. Instead, all the accidents grouped together in one undifferentiated group.

Chapter X: Citizen's Handbook

Overview:

- This chapter reports the results obtained in Section V of the questionnaire which asked respondents to react to a summary of the results of the Phase I study of citizens-in-situations. This summary was presented in the form of a 12-page "Citizen's Handbook." The "handbook" was addressed to a hypothetical "citizen" and provided instruction in how the client-in-situation approach could be applied to his situation. The respondents were asked to react to the "handbook" as practitioners "whose job is to help citizens with their everyday concerns." The purposes were to determine how practitioners would respond to the concepts of client-in-situation and to provide additional data for the matching purposes of this study.

- Respondents read through the "handbook" marking places where they had a reaction and indicating what type of reaction it was--agreeing, disagreeing, questioning, re-reading, or stopping to think. The major purpose of this chapter, then, is to report on those concepts in the "handbook" that practitioners most readily agreed with; those concepts that practitioners disagreed with most; and those concepts that practitioners most often were confused by, re-read, or stopped to think about, in order to develop training strategies for the Phase III modules. "Agreeing" responses identify concepts that can be used as entry points in communicating the client-in-situation approach. "Disagreeing" responses indicate points at which communication with practitioners may be directly blocked. "Questioning," "re-reading," and "thinking" responses are each indications that practitioners stopped to inform themselves. These last responses suggest that fuller explanation may be needed for training to be effective.

- In the presentation of results for this chapter, three different kinds of analyses were performed: 1) The modal, sentence-by-sentence response analysis focused on the most frequent reaction type for each sentence of the "handbook." The results were used to amplify the results of the following two analyses. 2) The 20 sentences with the highest number of each reaction type analysis focused on the sentence as the unit of analysis. The question was which sentences received the most frequent agreeing, disagreeing, questioning, re-reading, or thinking responses. 3) The graphed presentations of paragraph averages for each reaction type focused on the paragraph as the unit of analysis. The question, for each reaction type, was how did the level of response change as the practitioners moved through the "handbook." In the body of the chapter, results were presented for each of these separate analyses. Following are the main themes drawn across those results.

Summary and conclusions:

- The modal response to the "citizen's handbook" was agreeing. Reactions throughout the "handbook" indicated a relatively high frequency of agreeing responses as opposed to disagreeing, questioning, re-reading, and thinking. For 192 of the 222 sentences in the "handbook," agreeing was the modal response. In general, then, the results suggested that the practitioners can accept the client-in-situation concepts even though many of these concepts are unfamiliar, and some are in conflict with present service philosophies.

- The practitioners readily agreed with the idea that citizens face an ever-changing complex of troublesome situations. Amongst the strongest agreement patterns were responses that indicated that the practitioners agreed that citizens face a lot of everyday concerns and that these concerns change frequently as time passes. They also agreed that different everyday concerns require different approaches. The pattern of agreement to these ideas was so strong that it suggests that these ideas are useful entry points for training practitioners in the use of the client-in-situation approach. Despite the high level of agreement, results also showed practitioners frequently giving cognitive responses (e.g. thinking, re-reading, or questioning) to the portions of the "handbook" that presented these ideas. Thus, the results suggest that the practitioners need to spend time in informing activities vis-a-vis these concepts.

- The practitioners also agreed readily that citizens should seek outside help. As would be expected, the practitioners indicated high agreement that getting outside help is a useful approach to situation-facing. When combined with the high agreement on the notion that citizens face many troublesome situations, the results suggest that the practitioners are both aware of citizen need and of their potential role in helping citizens meet their troublesome situations. This may be an appeal that is useful in training.

- The practitioners did not agree, however, that the citizen should be in control of his own situation. In a number of ways, the practitioners indicated their disagreement or difficulty with the notion that only the client can control his own situation. Thus, among the most frequent disagreeing responses were those to portions of the "handbook" that suggested that only the client can judge what kind of situation he is in or what kind of resolution he wants. The practitioners also disagreed with statements suggesting that the client can control the interaction with the practitioner. These concepts were also ones to which practitioners gave more frequent cognitive responses. Interestingly, the practitioners agreed, however, that clients could make their interactions with practitioners more helpful if they would formulate their questions in advance. Thus, in general, the practitioners showed a lack of acceptance as well as some confusion about some of the core notions of the client-in-situation approach. They also gave some cues of the kind of "double-bind" that some citizens in the citizen study complained about. On the one hand, the practitioners want citizens to be organized when they contact practitioners. On the other, the practitioners don't feel that citizens should have control in the client-practitioner interaction and, further, don't feel the citizen has the right to evaluate his own situation. These findings are not unexpected, given the normative service model within which most practitioners operate. Within that model the practitioner has the responsibility for controlling the client-practitioner interaction and the responsibility, as a professional, for analyzing the client's problem and offering a "correct" solution. These results suggest that in training practitioners on the use of the client-in-situation approach the notion of client control may require not only cognitive approaches but motivational ones as well.

* The practitioners were ambivalent about the notion that the client must make his own sense. The practitioners gave an interesting pattern of responses to those portions of the "handbook" that focused on the client's need to make his own sense out of his situation. On the one hand, they frequently agreed that the client must make his own sense and in doing so needs to focus on more than objective information. On the other hand, the practitioners frequently disagreed with statements that suggested that factual information may not be needed. Further, they gave frequent cognitive responses to statements that focused on citizen sense-making and, in particular, to references that citizens need to make internal sense and that objective information can not be helpful without that sense. In general, then, the practitioners showed the expected response to notions of the role of information in sense-making. The results indicate a need for both cognitive as well as motivational training on the concept of individual sense-making which is so central to the client-in-situation approach. In particular, the practitioners' responses reflected the conflict of that concept with the normative approach which focuses on the objective reality of the situation and not on the client's personal reality.

* The practitioners were ambivalent about the concept of changing situationality. The same kind of ambivalent pattern

emerged from "handbook" responses to statements focusing on the changing nature of both situations and citizen perceptions of situations. On the one hand, the practitioners agreed that citizens may change their views of their situations as time passes. On the other hand, they disagreed with statements that suggested that situations are not static. And, they gave frequent cognitive responses to a number of statements that suggested that both situations and citizen views change as time passes. Change is a central concept of the client-in-situation approach, and these results suggest a need for emphasis to be placed on that concept in training.

* The practitioners had difficulty with the concept of varying situational paths. A number of sections in the "handbook" suggested that citizens might take varying approaches to their situations depending on how they saw themselves moving and where they wanted to go. Generally, practitioners indicated agreement with the notion that different situations require different approaches. However, when the "handbook" text got down to specifics, the practitioners indicated that they had more difficulty by increased disagreeing and cognitive responses. Thus, the practitioners indicated frequent disagreement and cognitive responses for an explanation of situations as being better identified in terms of how they stop movement than with more traditional topic focus identifiers. They also gave frequent cognitive responses and sometimes disagreeing responses to "handbook" explanations of how citizens in different situations might well use different strategies, seek different information, want practitioners to respond differently, and evaluate information differently. Thus, while the practitioners seemed to accept the notion of differing situational paths, when it came down to specifying specific paths, they more frequently disagreed and indicated a need to spend more time informing themselves. While the data suggested that a sub-group of agency practitioners gave more frequent agreeing responses to explanations of situational paths, the cognitive responses were common across all practitioners and the disagreeing responses held for library practitioners and most of the agency practitioners.

* The practitioners were ambivalent about the concept of relativistic resolutions. In the client-in-situation approach, a relativistic approach is taken to the concept of resolutions. The citizen is seen as the judge. Some situations may not have resolutions. Different situations may have different kinds of resolutions. In the sections of the "handbook" which focused on these notions, the practitioners gave both more frequent disagreeing and cognitive responses. This is not an unexpected finding from respondents who work primarily within traditional systems where emphasis

is placed on the delivery of particular solutions. Results indicated that this pattern of response was somewhat more marked for agency practitioners than library practitioners. Again, this is not unexpected in that agency practitioners are often in the business of delivering solutions while library practitioners are in the business of delivering information that is seen as leading to solutions.

* The practitioners were against non-cognitive approaches. The findings showed that the practitioners were emphatic in their reactions to non-cognitive approaches to situation-facing. Thus, they disagreed when the "handbook" suggested that citizens might take emotional or interpersonal approaches to their situations, that objective information is not always useful, and that decision-making isn't always best. They also gave relatively high cognitive responses to portions of the "handbook" that made these points. In addition, they gave high cognitive responses to "handbook" passages that suggested that the opinions of people are among the kinds of non-objective "informations" that citizens might want to seek. In general, then, the practitioners saw cognitive approaches as better and differentiated them from non-cognitive approaches. The pattern of response also suggested that the practitioners felt that information-seeking is primarily a rational activity associated with cognitive approaches and not associated with other approaches.

* The practitioners agreed that the client-practitioner interaction is difficult. The practitioners showed high agreement to "handbook" statements that suggested that the practitioner-client interaction is difficult and that the client may have trouble understanding the practitioner. They also agreed that the process itself should be informing; however, in the context of the findings above, it is safe to assume that what the practitioners meant by informing was the acquisition of objective information or an approved solution.

* The library and agency practitioners had similar reactions to the "Citizen's Handbook." The portrait presented by both sub-samples was essentially the same. The practitioners responded in terms of normative approaches where the client is seen as coming to get help from a practitioner to solve a problem and in the process to seek objective information. The practitioner, as a professional, judges the "true" nature of the problem and assesses what would be the "best" solution. While both sub-samples presented this kind of portrait through their responses, the library respondents presented a more normative portrait and the agency respondents showed more acceptance of situationality and the client-in-situation approach. The agency respondents also showed a greater magnitude of response.

Chapter XI: Conclusions and Implications

Overview:

- The Phase II study set out to determine how well practitioners cope cognitively with the client-in-situation approach and to get some beginning indications on their use of communications behaviors as tools in the client-practitioner interaction. The former focus -- the cognitive framework -- was the subject of four of the five data analysis chapters in this report. The latter focus -- the communications repertoire -- was the subject of only one of the five data analysis chapters.

- After a brief overview of the conceptual framework of the study, this chapter extracts the broader themes which cut across each of the individual chapters, presents these themes according to the two major study foci noted above, and briefly discusses training implications.

The cognitive framework:

- The findings were remarkable for their consistency across analyses. The results indicate that both sub-samples of practitioners are not using the client-in-situation approach, do not see themselves as well able to use it, would not design ideal systems using it, and disagree with or have difficulty coping with many of its central concepts. The findings across these four data analysis chapters support the following conclusions: 1) The practitioners were best able to deal with only those aspects of client-in-situation which are now the focus in the normative system. 2) The practitioners were best able to treat situations normatively rather than uniquely. 3) The practitioners overemphasized information. 4) The practitioners de-emphasized personal sense-making. 5) The practitioners treated the articulation process as a system translation device. 6) The practitioners emphasized rational approaches to situation-facing. 7) The practitioners had difficulty with the notion of varying situational paths. 8) The practitioners focused on the solutions their institutions are organized to deliver. 9) The sub-samples veered to their own normative strengths.

The repertoire of communications behaviors:

- The purpose of the single chapter focusing on this component was simply to begin to explore practitioner use of communications behaviors as tools for the client-practitioner interaction. When practitioners were asked to indicate their frequency of communication "accidents" with clients, results showed that: 1) The practitioners had experienced a wide variety of different kinds of communication accidents that affected their interaction with clients. 2) With one exception, there was relatively little variance in the frequency of different kinds of accidents. 3) The one class of accidents which seemed to occur more frequently in practitioner perceptions consisted of those that involved getting to the client's picture of his situation. 4) The practitioners appeared to be choosing their communications behaviors by chance or by habit, rather than selecting from a repertoire of communications behaviors according to their appropriateness in a given situational context.

Implications for training:

- The results of this study are so consistent that they suggest a need for comprehensive training across all aspects of the client-in-situation approach. What particularly shines through is a call for training which illustrates to practitioners the need for implementing the client-in-situation approach as an alternative to current normative approaches. In addition, the results of the exploratory study on the use of communications behaviors suggest the need for training in the use of communications skills.

- The findings also showed some useful entry points. The practitioners agreed in the "Citizen's Handbook" analysis that citizens have myriad everyday situations to face and that they need help. The practitioners also agreed that the practitioner-client interaction is a difficult one. Thus, the practitioners provided a context within which client-in-situation training might be introduced.

- It should also be noted that while the findings seem to have an overbearing consistency, they are, of course, based on averages across practitioners. Not all practitioners were the same. If clients are to be treated uniquely via a client-in-situation approach, then practitioners as well must be trained uniquely via a practitioner-in-situation approach.

- In the Phase I study, citizens indicated some considerable difficulty in their attempts to access systems. In the Phase II study, practitioners suggested some difficulties in their attempts to mold citizens to fit systems. In the space between this mismatching, practitioners may welcome an alternative.

CHAPTER II

THE PROBLEM AND THE APPROACH

The three phases

This study serves as the second phase of a three-phase project. Thus, the problem of this study and the approach selected can best be understood in the context of the two other phases of the total project. The overall core focus of all three phases is that of improving the information systems within which average citizens attempt to resolve their everyday needs. The particular purposes of the three phases are:

> PHASE I looked at citizens -- how they articulate their needs, the kinds of situations they see themselves as facing, how they see themselves as coping, how they make sense and inform themselves, what they call informing, and the utilities they find in information.
>
> PHASE II is mandated to look at how information practitioners interpret citizen need articulations, need situations, coping methods, and information processing approaches.
>
> PHASE III is mandated to develop training modules for use with information practitioners. The modules are to be based on the Phase I and II results.

The core logic of the three phases, then, is that Phase I looks at where citizens are, Phase II determines whether practitioners are there, and Phase III develops training modules to help practitioners get there. This core logic looks disarmingly simple. Underneath the logic are a set of premises about what happens when a citizen makes contact with an information practitioner or, for that matter, with any individual deemed by society as a formalized "helper."

The pervasive practitioner-client model[1]

When a client makes contact with an information practitioner, the normative approach in our society right now is for the practitoner (P) to listen to the client (C) in order to assess what kind of situation (S) the client is in. While the client is focusing on his situation in all its uniqueness (S_u), the practitioner is attempting to pull out of the client's articulation enough description so that the situation can be treated normatively or like the "typical" situation of that type (S_t).

---

[1] The discussion in this chapter grows directly out of the Phase I report (Dervin et al. 1976).

$$\begin{tikzcd}
S_u & C \arrow[l] \arrow[dl] \\
P \arrow[r] & S_t
\end{tikzcd}$$

The application of this model is pervasive in that it is subtly descriptive of almost the entire practitioner-client transaction. Thus, the client is likely to confront a series of assumptions[2] about him and his situation, his methods of coping, his reasons for contacting a practitioner, and even what he is looking for. Some of the more common assumptions[3] include:

- that troublesome situations have solutions;
- that information seeking is in itself helpful in any situation;
- that objective information is helpful simply because it describes how the individual can more effectively deal with the reality of his/her situation;
- that the best means of coping with situations is decision-making in which one seeks information on alternative solutions and then chooses the best alternative.

The basic premises in this pervasive model, then, are all based on the same kind of approach that a doctor uses when he diagnoses and treats a disease.[4] The disease (i.e. situation) is cent[illegible]here are accepted ways of treating the disease (i.e. solutions); the purpose of the interaction between doctor (i.e. practitioner) and patient (i.e. client) is to diagnose the disease (i.e. identify the situation type) so that the treatment (i.e. solution) may be applied. The role of information in this process is to describe the possible treatments (i.e. solutions) that are available so that a good decision can be made on how to cope with the disease (i.e. situation).

---

[2] One reason why it is difficult to understand that these are assumptions and not empirical descriptions of clients is that clients, too, think they must operate within this pervasive model. Thus, we found that in a series of informal interviews with citizens done in preparation for the Phase II study, citizens challenged that they had to gear themselves up to contact practitioners -- in essence that they had to make themselves fit the assumptions in order to use the system.

[3] For a review of literature on citizens, their information needs, and the everyday need information system, see Dervin 1976a. For a discussion relating to the constraining assumptions of the pervasive model, see Dervin 1976b.

In this model, the uniqueness of the individual in his/her own unique situation is essentially treated as a barrier. Somehow this uniqueness must be circumvented. Thus, doctors talk about getting around the emotions and anxieties of the patient; information practitioners talk about getting users to use the system right,[5] to talk articulately, to comprehend the value of information.

Since the uniqueness of individuals cannot help but be a factor, the pervasive model accepts that efforts must be made to be "sensitive to" and "empathize with" and otherwise "communicate effectively with" individual clients. Ironically, however, the accepted means of dealing with individual differences is, in itself, normative. Thus, typically practitioners in human service delivery systems plan strategies based on descriptions of their clients in terms of demography (e.g. race, age, sex), personality (e.g. anxiety, alienation, open-mindedness), and other across time-space attributes.[6]

In sum, then, the pervasive model of human service delivery is one which starts by treating situations as if they have lives of their own independent of the people in them. The model then proceeds to try to cope with people as if they have lives of their own independent of the situations that surround them.

What's wrong with the pervasive model

When pushed to this kind of extreme, clearly the pervasive model is fallacious. People and situations are inexorably bound. The individual in a troublesome situation is bound into that situation. Only that individual occupies his given point in time-space. Only that individual can see that situation from that individual's point of view. While there may be consensually approved ways of looking at situations, from the individual's vantage point these consensual views are irrelevant.

---

[4] There is reason to believe that this model is not working in medicine any better than it is working in other human service delivery arenas. For a review of studies relating to health communication, see Dervin and Harlock 1976.

[5] As an example: it is an often stated cliche of information systems that users do not know what they want.

[6] For more discussion on this specific point, see Dervin et al. 1976 and Dervin 1976c.

Since there are an infinite number of across space-time dimensions which can be invented to describe people, the number of attributes that the individual practitioner must deal with quickly goes into overload. If the practitioner is to consider, for example, only 20 attributes each with two values (e. g. old and young, upper class and lower class), the 20 attributes yield more than one million different kind of people. Worse, however is the fact that across time-space prediction does not work[7] for the simple reason that it ignores the situations individuals are bound into and assumes that people remain the same across situations. Only the individual-in-situation[8] can "know"[9] the situation. As time passes, the individual-in-situation can possibly work as a method of predictive control.

When people are asked to describe the troublesome situations they are in, their descriptions acknowledge the realities of individual-in-situation and defy most of the common assumptions made about how people look at situations, what they call information, how they cope, and how practitioners can help.

The intersection of findings from this project so far verifies this point. Results show that:

* Average citizens describe situations situationally and not in terms of their own demography or personality or other across time-space factors.

* They understand the unpredictable and ever-changing nature of situations and the fact that most of the events in

---

[7] Some researches have begun to challenge the across time-space prediction model. See, in particular, Carter 1974b, Edelstein 1974, Hewes et al. 1976.

[8] The term individual-in-situation will be used throughout this report along with the term client-in-situation. The terms are hyphenated in that way to indicate the bonding of individual and situation.

[9] Even the individual in the situation does not know the situation in any absolute sense, for no human can perceive absolutely. All any individual has is his/her personal reality.

situations cannot be predicted in advance because they involve the free movement of free entities.

* They understand that not all situations have solutions; that some involve other kinds of resolutions like increasing self-control or learning to live with something or feeling less lonely.

* They understand that situations involve movement through time and space and that what makes a troublesome situation is the fact that movement is deterred somehow: In some situations there are too many alternative roads to travel, in others none at all.

* They understand that not all situations require a decision-making approach because not all situations present two or more options to choose among at one time.

* They understand that objective information rarely, if ever, provides a complete picture of how to cope with a situation; that some situations involve dimensions of personal reality that objective information cannot describe; that even when objective information is relevant it is normative and therefore cannot deal with the uniqueness of each individual's situation.

* They understand that coping with troublesome situations requires that they make their own sense and that without this individual sense they are not informed.

* They understand that making sense and being informed requires that they have time to think and talk about their own ideas and observations as well as the ideas and observations of others.

* They understand that helpful information can come from surprising places and that they must inform themselves when and where they can; that very often professional "helpers" are not very helpful because they do not allow both the time and style of interaction necessary for sense-making.[10]

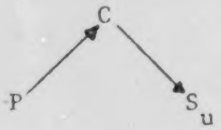
---

[10] This list of conclusions comes primarily from the Phase I study (Dervin et al. 1976) and partly from a mini-study of citizens done in preparation for the Phase II study as well as literature searches (Dervin 1976a).

Project results so far, then, suggest that citizens and information practitioners[11] are living in two different worlds. The citizen is interested in completing his journey. Information is useful only to the extent that it helps the individual make the kind of sense he feels he needs. The practitioner, however, is on a different journey. He works for an institution where distributing information is the goal. Yet, for the citizen, information is irrelevant in itself because it cannot be in itself useful. Small wonder than that the percentage of citizens who contact information practitioners in the process of facing everyday life situations is small.[12]

The client-in-situation approach

The main conclusion of the Phase I study was that information practioners as well as other human service diliverers need to take a different approach to providing individualized service to clients. The short-hand name for this approach is client-in-situation or individual-in-situation. In this approach, the practitioner acknowledges that only the client can judge whether information or service will be helpful.



Given the almost total acceptance of the now pervasive model of client-practitioner interaction, this alternative model may at first glance seem impossible. The typical information practitioner is, after all, in a mass service business serving the need of many different individuals.[13] The practitioner, thus, wants and needs some kind of predictive control. The pervasive model gives the illusion of this predictive control. It rests firmly on "if...then" statements that allow the practitioner to predict *in advance*[14] how to deal with clients and how to deal with situations. But if the practitioner is to provde any real service (i.e. be useful to the client), then the practitioner must use the client-in-situation approach because the ability to predict people or situations in advance is in actuality extremely limited.

---

[11] The term "information practitioners" is being used here to refer to that group of professionals who are mandated to fill information requests from citizens on an individualized basis. It should be pointed out, however, that the dilemmas being discussed here apply to those systems that we call mass media systems as well. No matter how agencies see themselves (mass or interpersonal), the real action (i.e. the utility of services for the individual) goes on in the context of cognitive domain of the user who is bound into his own unique situation and will use the agency only in that context.

[12] See, in particular, Dervin et al. 1976 and Dervin 1976a.

Further, while it may appear as if the client-in-situation approach foresakes predictive control this is not so. Rather, it offers a different kind of predictive control, a kind that accepts the situational nature of behavior. This alternative approach could well be called "then...then".[15] In the "then...then" approach, practitioners would operate on generalizations that can be used in the "here and now" interaction.

One set of these generalizations[16] would be concerned with understanding clients-in-situations: knowing about the dimensions along which people describe their life-facing situations; knowing about alternative means of coping in different situations; knowing about how people make sense; knowing about how people evaluate information. Thus, the first set of generalizations would allow the practitioner to cognitively take the client-in-situation approach.

---

[13] It is ironic that much is made of the difference between mass and interpersonal agencies in our society. Thus, the media are said to be based on mass communications while such agencies as libraries are said to be based on interpersonal communications. In actuality, the library and other human service delivery systems are mass communications systems as well in that they must provide service to large communities of people. However, the test of both systems is in the individual.

[14] In other places in this report, the pervasive model is also called the *a priori* model.

[15] This distinction between "if...then" and "then...then" theories was suggested by Carter (personal communication, 1976). In Dervin 1976c, the distinction is referred to as across time-space versus situationality.

[16] Neither of these two sets of generalizations is available except in a beginning form. Bits and pieces are available here and there in communication literature particularly. The Phase I study in this project used only situational variables (see Dervin et al. 1976) and is representative of the kind of work that will eventually lead to generalizations in the first set. The theoretical work of Richard Carter is laying the ground-work for both sets of generalizations (Carter et al. 1973; Carter 1974a, b; 1975a, b; 1976 a, b, c).

In contrast, the second set of generalizations would focus on behavior and, in particular, on communication behaviors for it is only with communication behaviors as tools that the client-in-situation approach can be implemented.[17] If the practitioner cannot predict the client or the situation in advance, then what he must do is be skilled at using communications as a means of getting the client's picture, determining how to usefully intervene, and intervening usefully.[18]

Purpose of the Phase II st[illegible]

In the context of the discussion above, the purpose of the Phase II study is to assess how well information practitioners cope cognitively with the client-in-situation approach as it was developed in the Phase I study. A secondary purpose is to begin to explore practitioner use of communications[19] as tools in the practitioner-client interaction. The Phase II study, then, focuses, at least in part, on making progress toward the development of both sets of generalizations -- cognitive and behaviroal -- that will be needed to implement the client-in-situation approach. This dual purpose is a natural outgrowth of the conceptual and empirical results of the Phase I project. In addition, the dual purpose presents another advantage in that it makes Phase II more than simply a matching study but a study that leads directly to the training requirements of Phase III.

---

[17] This has been discussed as the need for the development of communications-based information systems. See Dervin 1976b.

[18] See chapter III for more discussion of these points.

[19] This word is intentionally used always in the plural. Thus, communications = communication behaviors. The point is important. Currently, most lay as well as scientific approaches make reference to communication as some kind of global almost undifferentiated process. In actuality, any interaction between individuals (or between an individual and a message) is made up of many communications.

CHAPTER III

QUESTIONNAIRE DEVELOPMENT AND RATIONALE

Chapter II presented the conceptual rationale behind the overall purposes of the Phase II study as these purposes were derived from the Phase I results. Chapter III presents a detailed description of how these purposes were implemented in questionnaire design and how the design was arrived at.

Questionnaire development

The Phase II questionnaire (see Appendices A and B) was developed in a series of 10 brainstorming sessions during the period from February through April 1976. Involved in this process were five members of the project team and five consultants:

Study team (all of the University of Washington)

Brenda Dervin, Principal Investigator and Assistant Professor of Communications

Douglas Zweizig, Assistant Investigator and Assistant Professor of Librarianship

Michael Banister, Michael Gabriel, and Colleen Kwan, Project research assistants and all graduate students in the School of Communications

Study consultants (all of the University of Washington)

Robert Arundale, Assistant Professor of Speech Communication
John Bowes, Assistant Professor of Communications
Richard Carter, Professor of Communications
Mary Ann Heller, Assistant Professor of Communications
Keith Stamm, Associate Professor of Communications

Questionnaire rationale

As indicated in Chapter II, the purposes of the Phase II questionnaire were to:

* assess how well information practitioners deal cognitively with the client-in-situation approach; and

* begin to explore the use of communications as tools for implementing the client-in-situation approach.

The very explication of these purposes posed a number of immediate constraints on questionnaire development. It meant that the Phase II questionnaire could not simply imitate the Phase I questionnaire.

In Phase I, citizen respondents were asked to describe recent life-facing situations in depth. Practitioners could not be asked, however, to describe typical client situations. For one thing, it was expected (and confirmed in initial Phase II efforts) that a sizable number of practitioners would have resorted to the pervasive approach and describe the demographic profile of their clients or typical situations as seen by the institution. For another, practitioners would have used their own institutionally approved vocabulary which would have necessitated the development of an entirely new set of content analysis schemes. Not only would this have been taken sizable resources[1], it would have yielded non-comparable data. Such data might have had merit in its own right but it would not have served the Phase II mandate. Further, data collected by such open-ended means would not have really assessed how well practitioners dealt cognitively with the client-in-situation approach. Rather, it would have assessed how well they dealt with the established approach which may be the one that came to mind because they couldn't handle another, or because they felt it was the "right" approach as deemed by authority, or because it was the only approach they knew. In short, it was determined that the only effective way to assess how well practitioners coped with the client-in-situation approach was to introduce them to that approach.

This, then, was the central decision made for the Phase II questionnaire design. This decision resulted in a questionnaire that is unusual when contrasted with more common survey approaches. Very little of the questionnaire, for example, involved having practitoners answer direct questions. Rather, the practitioners were informed of the client-in-situation vocabulary and then asked to describe their clients, their own strengths, and their "ideal" system. Practitioners were also informed of the Phase I results and asked to respond to them.

The resulting questionnaire, then, was highly structured in one sense and extremely open in another sense. It was structured because respondents were required to use the client-in-situation vocabulary and apply that vocabulary to a set of prescribed tasks. It was open in the sense that what respondents did with the tasks was entirely up to them.

---

[1] Extensive resources went into the development of the conceptualization and the content analysis schemes used for the development of the client-in-situation approach in Phase I. One definite restraint on Phase II was that no such intensive effort was again possible.

This design was seen as having a number of benefits:

- It provided a clear basis for matching the Phase II results to the Phase I results -- the vocabulary and the concepts were the same because they were imposed from the outside.

- At the same time, it allowed respondents to apply the vocabulary to the prescribed tasks in any way they wished. It didn't impose any one way of seeing the client-in-situation approach on respondents. To have done so would have been antithetical, of course, to the very concept of client-in-situation.

- It allowed respondents to apply the client-in-situation concepts both within the current system and outside that system (i.e. in an "ideal" system) and thus did not assume that simply because most systems use the pervasive approach that all practitioners would have difficulty with another approach.

One additional general problem had to be handled by the Phase II questionnaire. The Phase 1 data (i.e. the source of the matching, the data to which the Phase II results was to be compared) came from a random sample of general population adults. These adults were asked to describe recent life-facing situations. It was the data on these situations that were to be compared with practitioner data.

Some may wish to argue that the kinds of situations that clients bring to practitioners are systematically different from the kinds of situations which general population adults face. In fact, data from the Phase I study indicated that less than 30% of the general population adults used a professional or institutional source for information seeking. Thus, while great pains were taken in sampling practitioners (see Chapter IV) so that their descriptions of clients would be a fair match to citizen data, this bias in actual use of practitioners could appear to negate sampling efforts.

As a result, one could question any Phase I results which indicate that practitioners see citizens discrepantly because the results might be accounted for with several conflicting chains of explanation. One explanation would say that atypical citizens become clients of practitioners and this yields the discrepancy between how practitioners see citizens and how citizens see themselves. An alternative explanation is that practitioners actually do see citizens discrepantly. So, the problem of the potential biases in the matching data process is a reasonable concern. It was felt that the concern was dealt with in Phase II by:

- Resting the comparisons between Phase I and Phase II on a series of Phase II approaches and drawing conclusions across the series. In this way, statements about the ability of practitioners to deal with the client-in-situation approach are derived as much from consistency of findings as on any given data point.

- Giving practitioners the maximum opportunity to match by informing them fully of the client-in-situation concepts.
- Giving practitioners the opportunity to design systems as they would like them to be, thus removing any current bureaucratic restraints.

In the context of the above discussion, a questionnaire was developed with six sections:

- SECTION I: THE COLLECTIVE CLIENT. In this section respondents described how they saw their own clients on a series of client-in-situation attributes.
- SECTION II: DESIGNING A SYSTEM. In this section respondents listed and ranked those aspects of the client-in-situation approach that they would emphasize in a system designed to help people where they most need help.
- SECTION III: TRAINING STRENGTHS. In this section respondents listed and ranked those aspects of the client-in-situation approach that they felt they had enough strength in dealing with that they could train other practitioners.
- SECTION IV: ACCIDENTS. In this section respondents checked how frequently they had communication accidents (i.e. something went wrong) as a result of using or not using a series of different communication behaviors.
- SECTION V: CITIZENS'S HANDBOOK. In this section respondents reacted to the findings of Phase I written up as a handbook for helping citizens deal with their everyday situations.
- SECTION VI: YOUR AGENCY. In this section respondents answered a series of the usual demographic and other descriptive questions about themselves and their agencies.

Each of these sections is described in turn below.

Section I: Collective Client.[2] The purposes of this first section of the questionnaire were two-fold. To:

---

[2] Data from this section of the questionnaire are presented in Chapter VI.

- * Introduce respondents to the client-in-situation concepts in such a way that they could use them in repeated tasks;
- * Provide the first set of matching data which could be compared with the Phase I data.

To accomplish these purposes, respondents were given a copy of the "checklist" (see Appendix B), a listing and set of definitions for 115 attributes of clients-in-situations. They were told:

> "When a client comes to you he is a person bound in a situation. The situation is what brings him to you. When he comes to you, he has a history in his situation -- perceptions of what has happened already, what he has done, what others have done, how the situation stands. When he tells you about his situation, he has perceptions of what he wants to happen -- what he wants you to do, what he wants to do himself. These perceptions the client has of his situation are what we call client-in-situation. What you can know about a client-in-situation comes, of course, from what the client communicates to you. The 115 attributes in the checklist are ones that have been found useful in describing different clients-in-different-situations."

The 115 attributes on this "checklist" were all pulled out of the Phase I study. Each attribute was a dimension of a variable from that study. Thus, for example, the Phase I study incorporated a variable called "resolution state of situations" which had three values: "unresolved," "partially resolved," and "resolved." Each of these three values became an attribute on the client-in-situation checklist. Or, as another example, the Phase I study had a variable set called the "complaint, information need, resource/service need articulation typology" which was seen as tapping implications for the movement of the practitioner (i.e. what the client wants the practitioner to do). Each citizen's description of a recent troublesome situation was coded on whether it was a "complaint," and/or "information need," and/or "resource/service need." Each of these became an attribute on the client-in-situation "checklist." (See Appendix B for a complete copy of the "checklist.")

The set of 115 attributes chosen did not include every possible client-in-situation descriptor.[3] It did, however, represent most of the possibilities and was considered to be an adequate basis for assessing how well practitioner respondents dealt with the client-in-situation approach.

---

[3] In the first pre-test, a total of 176 attributes were included -- virtually every possible attribute from Phase I. This list was far too long. It was reduced by eliminating classes of attributes that were considered less crucial to the Phase II task and by collapsing attributes within classes where possible.

In Section I, respondents were asked to use the "checklist" to describe their clients. Each practitioner was asked to think of all the clients "you have personally seen in the last 6 months. Think of all these clients as a group. Your task is to estimate for us what proportion of all these clients-in-situations would be described by each attribute on the checklist."

This, then, was the basic task of the first section of the questionnaire -- the description of the "collective client." Since the section also involved the first exposure to the "checklist," ample time was allowed. In fact, on the average, respondents took 55 minutes to complete this section which was 51.4% of the 107-minute average completion time for the entire questionnaire. A great deal of this time was spent in learning as evidenced by the fact that the average time on the second section of the questionnaire was only 18 minutes despite the fact that that section still required the use of the "checklist."

This first section of the questionnaire is the section which most obviously provided matching data. One can intuitively see that the average percentage of clients-in-situations ascribed to an attribute by practitioners could be compared to the percentage of citizens-in-situations ascribed to that attribute in Phase I.[4] The central question implied: How closely do practitioner perceptions of their clients align with client (i.e. citizen) perceptions of themselves? This type of matching focuses on co-orientational accuracy[5] or the degree to which one participant in a communication situation is accurate about the internal states of another participant. As was noted earlier, the sources of any actually obtained discrepancy between practitioner and citizen assessments are numerous. This report will not rest its case on Section I alone. Rather the rest of the questionnaire will be used as well.

Section II: Designing a System.[6] The purposes of the second section of the questionnaire were to:

- Allow practitioners to apply the client-in-situation attributes independent of any constraints they may feel within existing systems;

---

[4] Readers are cautioned, however, that this comparison is not a straight forward matter at all because of methodological differences between Phase I and Phase II. See Chapter V for more explanation of how the comparison was actually made.

[5] See, in particular, Pearce and Stamm 1973.

[6] Data from this section of the questionnaire are presented in Chapter VII.

- Provide a second source of data for the matching purpose of the study.

These purposes were accomplished by asking practitioners to select from the "checklist" those attributes of clients-in-situations which they believed should be emphasized in a system "that would help people in general -- average citizens -- in areas where they most need help." Each respondent could choose as many or as few attributes as he wanted. After selecting the attributes, respondents were asked to rank them in terms of which attributes would get the most emphasis in their "ideal" system. This section, then, allowed practitioners to focus on individual attributes and to focus on complexes (or systems) of attributes as well. As noted above, the section took an average of 18 minutes to complete.

Section II is not as obviously a source of matching data as was Section I. However, the data were used in the same manner as the Section I data. A comparison was made of the percentage of practitioners who placed an attribute in their "ideal" system and the percentage of citizens-in-situations to which that attribute was ascribed in Phase I.

Section III: Training Strengths.[8] The purposes of the third section of the questionnaire were to:

- Determine on what aspects of the client-in-situation approach practitioners saw themselves as having sufficient strengths so that they could train others;

- Provide a third source of data for the matching purpose of the study;

- Collect data on practitioner abilities to deal with the client-in-situation approach that related directly to the training purposes of Phase III.

These purposes were accomplished by having respondents use the "checklist" of client-in-situation attributes a third and final time. They were instructed to pick out from the "checklist" those attributes which they felt they had enough experience and ability on right now so that they could train another practitioner to deal with these attributes of client-in-situation.

As in Section II, each respondent could choose as many or as few attributes as he wanted. After selecting the attributes, respondents

---

[7] While respondents were allowed to focus on complexes of attributes, analysis of these complexes as sets often requires extremely sophisticated statistical tools and were not analyzed for this report.

[8] Data from this section of the questionnaire are presented in Chapter VIII.

were asked to rank them in terms of which were their strongest areas. Thus, while the first two sections had practitioners describing their views of external clients and systems, this section had practitioners essentially describing themselves. Section III took an average of 8 minutes to complete.

Section III data were treated in the same manner as data from Sections I and II. A comparison was made of the percentage of practitioners who described an attribute as one of their training strengths and the percentage of citizens-in-situations to which that attribute was ascribed in Phase I.

Section IV: Accidents.[9] This was the one section of the questionnaire which was not directly derived from the Phase I study. This section listed a series of 56 communications[10] "accidents" that can happen whenever practitioner and client meet. Whereas other sections focused on whether practitioners could deal cognitively with the client-in-situation approach, the purpose of this section was to:

* Begin to explore practitioner use of communications as tools for implementing the client-in-situation approach.

The underlying premise here, as discussed in Chapter II, is that the implementation of the client-in-situation approach requires the use of communications as tools. The practitioner cannot use demography or other a priori predictors to plan service for a particular client based on preconceived notions of need. Instead, practitioners must use communications to assess client-in-situation at the point of contact.

It is helpful to think of this situation -- when practitioner and client meet -- pictorially. When the client comes to the practitioner, the client already has a history in his situation -- things have happened, he has done things, others have done things. Thus, the time line of his situation does not start at the meeting with the practitioner. Similarly, the practitioner has his own time line[11] -- a history of working in that agency, expectations about what he can and cannot do. Both parties come together and neither can really predict in advance much about the other. When they meet, in order for the interaction to be a successful one, practitioner and client must somehow align their views of what the client wants and what the practitioner might do so that both will be moving in the same direction. If they do not align their views and continue to move in different directions, they could well have an accident.[12] Communications, thus, are seen as tools for accident prevention.

---

[9] Data from this section of the questionnaire are presented in Chapter IX.

[10] The word "communications" refers to communication behaviors. See Chapter II for more explantion.

[11] "Time line" is a term used in the Phase I study as a label for the individual's movement through time and space.

But communications are in themselves accident-prone. One can think of each moment of an interaction between practitioner and client as a mini-situation in itself. What's going to happen next cannot be predicted. Each participant is free to do as he pleases if he pleases. Alignment of views between practitioner and client requires that the two travel some distance together (called "give and take" in the vernacular). As they travel that distance, each participant uses communications as tools. Each use (or lack of use) can itself end up as an accident. Thus, for example:[13]

* The practitioner might fail to take exception to something the client said which was incorrect and later suffer consequences;
* The practitioner might fail to listen at a particular moment and then give an incorrect response;
* The practitioner might repeat something and then find out it wasn't ncessary;
* The practitioner might be unable to sort out what's important from what the client said;
* The practitioner might be thinking about how his boss would handle the client's situation and get confused about his own ideas;
* The practitioner might fail to clarify the client's request and then set to work on the wrong problem;
* The practitioner might offer too many suggestions at one time and confuse the client;
* The practitioner might tell the client a certain alternative was best only to have the client return saying he found a better one;
* The practitioner might say something in technical words and lose the client's attention;
* The practitioner might consider various solutions with a client and then find out the client had a different problem in mind.

---

[12] The term "accidents" used in this sense is the invention of Carter. This section of the questionnaire as well as this discussion is based heavily on his work. (Carter 1976b, 1976c).

[13] The ten "accidents" listed here are restatements of ten of the 56 that were actually in the questionnaire (See Appendix A). All 56 accidents were derived from Carter's "Communication Accident Record" (Carter 1976c).

Each of these accidents involves the practitioner using communications to make his own sense out of the situation. He must make his own sense before he can help the client. While many prior accounts of the practitioner-client relationship have written of the practitioner's need to control the client (i.e. get him to appreciate the value of information, get him to accept a "right" solution), the real controlling that goes on in the client-in-situation approach is within the practitioner -- his control of self. He can ask a question or not. He can interrupt or not. He can offer a suggestion or not. He can clarify or not. He can pay attention or not. Each moment of the interaction between practitioner and client requires a behavior and, therefore, a behavior choice.

This is not an usual way of looking at the practitioner-client interaction. Most prior accounts, embedded in the pervasive a priori prediction model,[14] have worried relatively little about how practitioners behave in that interaction. This lack of concern for communication as behavior actually follows logically from the premises of the pervasive model.

When one communicates in the a priori model of the practitioner-client interaction, the purpose is to arrive at some kind of truth. The practitioner tries to determine what the client's situation is really like. The practitioner then instructs the client on appropriate action. When something goes wrong, one finds fault. "He didn't explain it right. He didn't pay attention. He's stupid. He didn't tell me the right things."

This fault-finding view is as untenable as the a priori prediction model from which it is derived. Each client's situation is unique. As the client sits talking to the practitioner, the situation continues and the client is making new sense. Few situations have "right" answers. If a client is to be really helped, when he comes to an information practitioner, he must be able to invent answers as well as find information. If he does not have that opportunity, the information he finds may turn out to be no information at all.

Dealing with the unique client-in-situation requires the flexibility that a communications-based approach allows. Unfortunately, the study of communications lags far behind the need. To use communications as tools for implementing the client-in-situation approach, the practitioner needs to have skill at using a repertoire of communication behaviors. The repertoire would be composed not only of the elements of behavior such as interrupting or asking questions or repeating but a structure as well. With a repertoire, the practitioner would be skilled at developing communications strategies and changing them as situational factors changed;

---

[14] The *a priori* or "if...then" model as described in Chapter II.

the practitioner would be skilled at combining elements of behavior into new approaches; the practitioner would be skilled at assessing which elements to combine under what conditions.

Unfortunately, relatively little research has focused on the kind of questions which would lead to the development of communication behavior repertoires. Ironically, the field of communications has been as much caught by the pervasive a priori prediction model of how practitioner and client interact as the information fields.

The focus on communication "accidents" in this study was designed as an exploratory beginning. The main purpose was to begin to show how communications can be tools for implementing the client-in-situation approach. To accomplish this purpose, respondents were asked to indicate how frequently a series of 56 communication accidents had happened to them in the past 6 months. Responding to the set of items took an average of 7 minutes.

The accidents were purposely a mixed-bag. The set could be divided and re-divided along a number of dimensions. For example:

* The accidents involved both the absence and presence of behavior. Some involved things the practitioner did (e.g. not repeating something).

* The accidents involved different kind of mini-situations. In some, the practitioner was looking primarily at self (e.g. getting confused about his own ideas); in some, he was looking primarily at the client (e.g. the client got confused); in some, he was looking at the client and his own ideas (e.g. offering too many ideas and confusing the client); in some, he was looking at the client and others in the bureaucracy (e. g. trying to get a message to the client through an intermediary).

* The accidents involved different kinds of consequences. In some cases, the practitioner didn't get the client's idea. In others, the client didn't get the practitioner's idea. In some, the practitoner and client ended up with different ideas. In some, practitioner and client ended up in conflict.

No attempt was made for this report to categorize or make sense out of this "mixed bag" of communications accidents. Rather, the purpose was to show that there is a need for behavioral training in communication and a need for the development of repertoires of communication behaviors. It was also planned that the data would lead the way to the incorporation of communications training in the Phase III effort.

Section V: Citizen's Handbook.[15] This section of the questionnaire was derived directly from Phase I and took an average of 15 minutes. to complete. It consisted of a 12-page summary of the results of the Phase I study of citizens-in-situations written up as a handbook for citizens on how to deal with everyday situations. Respondents were asked to react to the trial handbook as practitioners "whose job is to help citizens with their everyday concerns." The handbook was designed to crystallize the client-in-situation approach and provide a relatively unobtrusive means of obtaining practitioner response not only to the concepts of the client-in-situation approach but also to the relationships between them as well. The purposes of this section were to:

- Provide a fourth source of data for the matching purpose of this study;
- Provide some specific directions for development of the Phase III training modules.

These purposes were accomplished by presenting respondents with the 12-page summary of findings. They were asked to read the summary and to stop[16] whenever they had a reaction. They were directed to draw a slash (/) right at the point of the reaction whether in the middle of a sentence or at the end of a sentence. They were to then indicate which of five possible reactions they had. The five reactions were:

A = you agree with that
D = you disagree with that
? = you are confused about that or don't understand that
R = you re-read that
T = you stopped to think about that

This method of data collection allowed respondents to process the material in a manner not unlike the processing that is done whenever an individual reads anything. Control of input is up to the reader. He can stop to think, to re-read, to be puzzled, to like, or not to like.[17]

This method of data collection was seen as a useful means of assessing practitioner reactions to the client-in-situation approach as it might operate. For example, the "citizen's handbook" told citizens that they might want to go to a practitioner even when they were confused about what they wanted...or that their own understandings of their situation might get more muddled instead of less muddled while interacting with the practitioner. The handbook, then, tried to place the practitioner for a brief span of time into a client-in-situation approach, albeit vicariously.

---

[15] Data from this section of the questionnaire are presented in Chapter X.

[16] The data collection technique is called the "signaled stopping technique" and was developed by Carter. See Carter et al., 1973.

[17] In actuality, he can stop for a lot of other reasons, too, such as to let his mind wander. This same control over input is occuring in any communication situation. A communication event is interactive even when the "source" behaves as if it isn't.

The results were seen as helpful in several ways. The more obvious was the additional source of matching data -- i.e. one additional way of comparing practitioner responses to citizen responses. More important, however, was the fact that the handbook responses provided quite specific points of instruction for the Phase III development of training modules. The responses gave instruction in two ways. The agreeing and disagreeing responses could be seen as doors into and out of the client-in-situation approach. Concepts that practitioners readily agreed with could well be entry points for the training modules. Concepts that they disagreed with indicated likely places in which the training modules might fail because practitioners might leave the field psychologically or physically. For concepts with such responses, special attention may need to be paid to motivational messages.

The other three responses -- thinking, questioning, and repeating -- indicated something quite different. When a respondent used any of these, it suggested that he was busy informing himself about the client-in-situation approach. Such responses can well indicate a need for longer explanation, more examples, more give-and-take.

Section VI: Your Agency.[18] The final section of the questionnaire took an average of 4 minutes to complete and focused on the presentation of a baseline descriptive portrait of the respondent and his agency. Respondents were asked to describe the services their agencies offered, the topics they emphasized, and the clientele they served. They were asked to describe their own working histories and education. The primary purpose of including this section was to derive some baseline description of the sample obtained. A secondary purpose was to develop a portrait of the human service delivery community in Seattle, particularly the information and referral emphasis of that community.

Questionnaire pre-testing

The Phase II proposal mandated a 2-hour, in-depth interview with information practitioners. As a result of preliminary questionnaire development meetings, it was decided that this mandate had to be altered somewhat. Instead of interviews, the questionnaire was self-administered by practitioners in groups of from 5 to 25.

The reasons for this decision were two-fold. The questionnaire needed to be self-administered because it involved a great deal of self-informing for each respondent and this activity cannot be standardized. Each respondent needed to be able to work at his own speed. However, the respondent also needed instruction near at hand. It was financially impossible to provide each respondent with an individual instructor and also allow each respondent to work as long as he wished. The compromise was group administration of the self-administered questionnaire.

---

[18] Data from this section are reported in Chapter IV.

In contrast to the many months of work that went into the development of the Phase I questionnaire, development of the Phase II questionnaire was decidedly more straightforward. Phase II, of course, capitalized on the extensive effort that went into Phase I. Once a basic approach was developed for the Phase II questionnaire, the primary purpose of pre-testing was to check timing and pinpoint areas of the questionnaire that needed more clarification. The very purpose of the questionnaire (i.e. to assess how well practitioners used the client-in-situation approach) meant that difficulty with the questionnaire was not a good cue of questionnaire faults. The solution was to have the questionnaire filled in by a variety of pre-test respondents, including a number who are familiar with the client-in-situation approach. In all, the questionnaire went through two pre-tests, all conducted in May 1976.

Pre-test #1. The first version of the questionnaire was administered to 21 graduate students in the Schools of Communications and Librarianship at the University of Washington. This version took an average of 130 minutes to administer with sizeable variance such that some respondents took as much as 180 minutes. All data were collated, and the results indicated that the basic design of the questionnaire was working. The main difficulty was length.

Pre-test #2. A sizeable cut in length was made and the second version of the questionnaire was administered to 10 practicing librarians from the Timberland Regional Library System. This version took an average of 110 minutes to administer with no respondent taking more than 120 minutes. Again, all data were collated, and the results were used to improve the clarity of the questionnaire.

Final questionnaire. The final questionnaire is included in Appendix A and Appendix B of this report. The average administration time was 107 minutes.

CHAPTER IV

SAMPLING AND FIELDING OPERATIONS

Phase II is mandated as a matching study, its purpose being to compare how information practitioners see their clients coping with life-facing situations to how citizens described themselves. Since the Phase I citizen study sampled adult residents of the city of Seattle, the Phase II sample was mandated to sample 200 information practitioners serving this clientele.

The term information practitioner was coined specifically for this study. It refers to those individuals (professionals and other practitioners) whose everday jobs involve helping citizens with their everday information needs. Such practitioners as librarians and information center counselors fall cleanly into the category of information practitioner. Many other practitioners, however, have an information or informing component in their jobs even though their agencies may be mandated to provide such services as health care, welfare administration, or family counseling. Thus, for Phase II an attempt was made to draw practitioners into the sample whose job titles did not designate them as having an information function but whose activities did.

Since the primary audience of the research is initially to be the field of librarianship, it was decided that 100 library and 100 agency respondents would be selected. The agency sub-sample would provide a comparison as well as an extension beyond the traditional limits of librarianship.

The library and the agency sub-samples were treated separately because of the great difference in sampling procedures required. The universe of librarians was readily defined as those employees of the two large public library systems (Seattle Public Library and King County Library System) who directly serve the information needs of the adult public. However, the universe of agency information practitioners was diffused throughout hundreds of social agencies, identified by a variety of different position titles, and not obtainable from any listing of practitioners. Therefore, this chapter will first describe the procedures for obtaining the agency sub-sample and then the library sub-sample. The chapter will then report on fielding operations and conclude with a description of both the respondents and the human service delivery agencies they represented. This latter section of this chapter is a mini-study in itself describing the informational component of human service delivery as described by representatives of human service delivery agencies; i.e. the respondents in this study.

Drawing of the agency sub-sample

The agency sub-sample was drawn in two stages. In the first stage, human service agencies in Seattle were identified and a sample of "eligible" agencies was drawn. In the second stage, respondents from those agencies contacted were identified.

The identification of agencies. The identification of human service agencies for the Seattle-King County area is available in two documents:

> Seattle-King County Human Services Inventory (HSI), published by the City of Seattle, 1975, and compiled by the City of Seattle Office of Policy Planning in conjunction with the King County Department of Budget and Program Planning, United Way, and the Easter Seal Society.
>
> Easter Seal Society Community Information System Agency Profile and Resource File Index, published by the Community Information System, Seattle, Washington, 1975-76.

Both publications have essentially the same function: the identification and description of human service agencies in the Seattle-King County area. There is, however, one major difference between the two -- the former is planning oriented, showing more data on clientele; the latter is referral oriented, giving more details on services provided.

The two documents jointly provided the universe of helping agencies for the agency sub-sample of this study. Any agency that was listed in one or both of the documents and that met basic criteria for eligibility became a candidate to be in the sample.

Eligibility of agencies. The criteria of eligibility for an agency were derived in part for the structure of the Phase I study. Respondents in the Phase I study were adult citizens in Seattle. In order to compare the data for Phase II with that collected for Phase 1, three eligibility criteria were set:

1) Geographic Criterion. Agencies with a Seattle addr[illegible] were included in the universe. Agencies without a Seattle address were included only if the service area described in the documents could clearly be seen to include Seattle. Agencies that did not clearly indicate Seattle as part of the service area were deleted.

2) Adult Clientele Criterion. The focus of both Phase I and Phase II was on the delivery of services for adults. All respondents in the Phase I study were at least 18 years of age. Therefore, for Phase II, all day-care centers, pre-schools, and compulsory education schools were not included. Schools above the high school level we[illegible]cluded in the sample insofar as a branch or depart[illegible] the school served the general public in the are[illegible] services (e.g. some counseling centers in the c[illegible]nity colleges). Neither publication listed the institutions themselves, but only those branches of the institutions devoted to a

specific public service. Schools performing a specialized service (e.g. schools for the physically handicapped or the emotionally disturbed) were included if other eligibility criteria were met.

3) *Accessibility criterion.* Agencies with restrictive membership were not included. The intent was to include public agencies. Unions, churches, and intra-organizational agencies were deleted. However, organizations requiring fees for membership or for payment of services were included if other criteria were met. In addition, church organizations which served the public and not just their congregations were also included.

Agencies meeting these three criteria for eligibility were then coded on two stratification variables. A total of 1,072 agencies met these criteria and were coded as explained below.

The stratification design for sampling agencies. Two stratification variables were selected, topic focus and service type.

Topic focus. In prior work on "information needs," a relatively stable scheme had been established for coding the topic focus of citizen information needs (e.g. housing, education, neighborhood issues). Since citizen needs are diverse, as indicated in all prior studies, it was decided that it was important to represent this diversity among the agencies chosen for the sub-sample. It was decided, then, to divide agencies into the 20 topic focus areas identified in prior studies: neighborhood; consumer; housing; employment; education and schooling; health; housekeeping and household maintenance; transportation; recreation and culture; financial matters and assistance; public assistance and social security; discrimination and race relations; child care, family and personal; legal; family planning and birth control; crime and safety; immigration, migration and mobility; veterans and military; miscellaneous and public affairs; and multi-topic. Coding of agencies into these topics followed the guidelines of Content Analysis Scheme #3 from Phase I.[1] Some special rules modified that scheme in order to provide a better fit for coding from the descriptions of the agencies in the two source documents. (See Appendix D, "Codebook for Sample of Information Practitioners.")

Service type. The Phase II purpose focuses on information. Thus, a scheme was developed to tap the type of service the agencies said they provided: information/referral, resource/service, crisis center, counseling, library, mass media, public information. Each agency was coded on all seven service types. (Definitions of each of the service types and special rules for coding the agencies on this variable are given in Appendix D, "Codebook for Sample of Information Practitioners.")

---

[1] See Dervin et al., 1976.

The coding of the agencies took place in the following manner. The HSI was obtained first, and all agencies which met the eligibility criteria were coded from it. Then, the Easter Seal publication was used additively. Thus, any new agencies were coded and any new information received on agencies already coded from the HSI was added to the first coding. Coded data was recorded on punched cards for all 1,072 agencies in this universe. Table 4-1 reports a comparison of services offered within different topic foci across the 1,072 agencies.[2]

Three research assistants performed all the coding tasks. Coder reliability checks were completed on both of the variables. Results indicated satisfactory levels of reliability. (See Table 4-2 for details.)

Each agency had been coded dichotomously on each of the seven service types. However, in order to use the service type variable to ensure that the diversity of agencies would be represented in the agency sub-sample, a typology of combinations of service types was developed. (See Appendix D, "Codebook for Sample of Information Practitioners" for the procedures used in designating the combinations.) Some agencies offered information/referral and resource/service, some offered resource/service and public information, and so on.

Of the many possible combinations of service types, all would not be applicable to agencies in the universe. In fact, only 28 combinations were needed to account for 95.6% of the agencies. A working matrix relating the service type combinations to the 20 topic focus categories was created to allow sampling judgements to be made.

The original and replacement sample of agencies. Examination of the working matrix disclosed that 405 agencies were listed in one or both source documents as having an information and referral function either in whole or in part. These 405 agencies were designated as "eligible information agencies" for the sample. In addition, there were three agencies coded as offering a public information service only. These 3 were added to the "eligible information agencies" giving 408 agencies from which the final sample would be drawn. (See Table 4-3 for a report of the frequency with which each of the service types was reported as being offered by the eligible information agencies. See Table 4-4 for a report of the frequency with which the different topic foci were reported as being an emphasis by the eligible information agencies.)

---

[2] All tables for this chapter are presented at the end of the chapter.

82

From the 408 eligible information agencies, 200 were selected to be in the original agency sample. This n was determined because experience with the Phase I practitioner advisory group indicated that roughly 50% of the agencies contacted would respond. Of the 408 eligible information agencies, 11 agencies were solely classified as information and referral and 3 agencies performed public information services only. All 14 of these agencies were chosen for the original sample, leaving 196 yet to be drawn.

There remained 394 agencies offering information and referral services in combination with other services. The selection of the remaining 186 agencies from these 394 was done with proportionate stratification using the service type x topic focus matrix. (See Table 4-5 for a report of the number of agencies in each combination.) Thus, of all agencies in a particular combination category, roughly 50% were selected randomly. A combination category with more agencies represented on the eligible agency list had more agencies selected into the original sample.

Specifically, for each service category, the procedures were:

1) Within each combination category (i.e. each topic x service type cell) the agencies were listed in alphabetical order.

2) If there was only one agency listed, it was chosen.

3) If there was an odd number of agencies in a service category, 50% of the even number, one less than the actual number, were taken. This procedure of taking the lower n insured that all topics would be represented by at least one agency within the number allowed in the sample.

4) A random starting point was chosen from a random number table, and this number was used to enter the alphabetical agency listings. The agency designated by that number and every second agency after it (returning to the beginning of the last when necessary) was chosen until the 50% quota for that combination category was filled.

5) 195 agencies, in addition to the original 14, were chosen in this manner. These were reduced to 186 (giving a total of 200 agencies in the original sample) by eliminating multiple branches of the same agency. The elimination of multiple branches was done by deleting randomly any branches over two of all branches selected by the procedures above.

The next step in solidifying the agency sample was the verification that each agency was still operating. This step was necessary because of the high turnover in agency existence. Phone contacts were made to each selected agency to verify the address and to determine the appropriate person (usually the director) to whom inquiries could be addressed. At least six attempts were made to contact each agency in the original sample. Nineteen of the original 200 agencies were either defunct or unreachable (i.e. almost 10%). They were replaced from the remaining 199 agencies not yet selected. Wherever possible, the 19 replacements were chosen from the same service x topic combinations of the defunct agencies. In categories where more than one agency remained available for selection, random selection procedures were used. Those agencies (including 3 of the 11 agencies designated as information and/or referral only) for which no precise equivalent remained were replaced judgementally, with as close an approximation of service x topic as possible.

In addition, in order to insure the delivery of at least 100 agency respondents, a replacement sample of 60 was chosen from the remaining 180 agenices of the original 408. While it had at first been expected that 100 replacements might be necessary, early responses to the request for respondents had already yielded 80 respondents by the time the replacement sample was to be drawn. The same general procedures were followed as for selecting the 200 original agencies. The proportionate stratification method, in which the agencies were stratified by the types of services offered and topic focus, was again followed. A random starting point was determined from a random number table. That agency was taken and every third agency thereafter.

Sixty agencies were selected in this manner. These agencies were then contacted by phone to verify their existence, addresses, and agency directors. Thirteen of the 60 were unreachable or no longer functioning. Therefore, 47 agencies were contacted for the replacement sample. The 247 agencies contacted (200 in the original sample and 47 in the replacement sample) are reported by service combination and by topic focus in Table 4-5.

As noted earlier, the sample design involved two stages. The first stage, outlined above, was the identification and selection of agencies. The second stage was the selection of respondents. The agencies themselves were best able to identify persons within their organization who would best serve the purposes of the study. Therefore, the final stage of sampling was built into the contact procedures discussed in the next section.

The final sample of agency respondents. The procedure for contacting agencies for the purpose of identifying agency respondents was as follows: A total of 247 agencies were selected for contact (200 from the original sample and 47 from the replacement sample). Letters (with an agency reply form enclosed) were sent to the directors of each selected agency. The director of the agency was asked to nominate one "information practitioner" from his personnel roster. He was asked to choose someone who had frequent contacts with citizens in either an information or informing role. The mailing included: the Letter to Agencies, the Project Information Sheet, and the Agency Reply Form. Copies of these can be found in Appendix D. A token honorarium of $10, to cover travel expenses, was promised to those "information practitioners" who agreed to participate as respondents in the project.

After letters were sent to agencies, a 7-day waiting period was allowed for the agencies to send in the reply form. When the reply forms were received, they were separated into two groups, those that agreed to participate and those that refused. For those agencies that agreed to participate, the information practitioners who had been nominated by their agencies were called to arrange for the day and time they would like to come to fill in the questionnaire. A record was kept of the number of agencies that refused to participate.

Agencies that failed to send in reply forms were contacted by phone to verify receipt of the letter. A maximum of six calls were made. If an agency did not acknowledge receipt of the letter, the mailing address was verified and a second copy of the letter requesting participation was sent. If the receipt of the letter was acknowledged, the name of the information practitioner that had been nominated and the phone number through which he could be contacted were obtained. Again, a record was kept of the number of agencies that refused to participate.

Each of the nominated information practitioners was called to arrange a date and time for the fielding appointment. After the date and time were set, a letter confirming the appointment was sent to each prospective respondent. Enclosed in the confirmation letter was a map and instructions for getting the the fielding location. (See a copy of the Confirmation Letter in Appendix D.) Finally, one week before the appointment, each prospective respondent was sent a post card reminding him of the appointment.

Of the 247 agencies contacted for this study, 56 agencies refused to nominate a respondent and 21 agencies agreed to nominate a respondent but, for a variety of reasons, were unable to do so. Thus 170 agencies were able to nominate a respondent.

Fielding with the agency sub-sample. Interviewing sessions were scheduled during the period from June 21 to July 22, 1976, Monday through Thursday, at 2:30 in the afternoon and at 7:00 in the evening. Of the 170 nominated respondents, 6 were unable to schedule an appointment and 22 did not appear for their scheduled interview. In addition, one repondent kept the appointment but refused to respond to the questionnaire. Thus, 141 questionnaires were obtained from the agency sub-sample respondents. For a comparison of the number of agencies in each service x topic focus combination for the 408 eligible information agencies, the 247 contacted agencies, and the 141 agencies represented by respondents, see Table 4-5.

Drawing of the library sub-sample

Drawing the sub-sample from the universe of librarians was relatively simple, as the universe could be defined as those employees of the two large public library systems serving Seattle-King County area residents

(Seattle Public Library and King County Library System) who directly service the information needs of the public. Since the two library systems are roughly comparable in terms of size of staff (Seattle Public having 302 librarians and clerks; King County having 387), the directors of the two systems were each asked to select 65 respondents to participate, yielding a total of 130. The directors were asked to select personnel, both professional and clerical, who at that time directly served the everyday information needs of the public and who represented a broad geographical spread of service outlets. In actuality, this meant sampling primarily from the librarians on both staffs (130 in Seattle Public; 89 in King County) as they constituted the majority of the staff members who met the criteria.

Since this sampling procedure involved administration of the questionnaire to 18% of the total system staffs and more than 50% of the professional staff, the impact on both systems was large. In order to minimize the impact, directors were given as much freedom as possible in the choice of respondents. It was felt that when sampling such a large percentage of the total universe this freedom was acceptable.

Interview sessions were scheduled for groups of respondents at each of the libraries. In all, eight interview sessions were held with an average attendance of 16 respondents. A total of 128 library respondents attended the meetings; 2 refused to complete questionnaires yielding an n of 126.

Fielding operations

As already indicated, fielding for the agency sub-sample took place at scheduled group sessions on the University of Washington campus and fielding for the library sub-sample took place in group sessions at the two libraries. Approximately 90% of the respondents of both sub-samples completed questionnaires during the three week period from June 21 through July 9, 1976. The most frequent period for both samples was the afternoon. Since the agency respondents were given the option of an evening session, 20% of their questionnaires were begun after 6:30 in the evening. Fielding for library respondents took place during the work day, and only 4% of their administrations were completed in the evening. (Table 4-6 reports the per cent of respondents for a given fielding week. Table 4-7 reports the time of day the administration of the questionnaires began for both sub-samples.)

Fielding procedures were the same for both sub-samples. Since the questionnaire was designed to be self-administering, no verbal introduction was given. Rather, questionnaires, checklists, and supplemental materials were arranged at workspaces on the tables when the respondents arrived, and the respondents were instructed to begin work immediately and to work at their own pace. Assistants were present in the room throughout the sessions to answer questions as necessary. Because of the unusual nature of the questionnaire, assistants were instructed to continually monitor the respondents' progress and to volunteer assistance if it seemed warranted.

The material given all respondents included a welcome letter, a form on which the respondent could indicate the desire to receive follow-up materials or attend a symposium on the project, two copies of a consent form indicating voluntary participation (one copy of which was to be returned, signed), the questionnaire, and the "checklist." In addition, the agency sub-sample received a payment form through which they could receive the $10 honorarium to defray travel costs to the University of Washington campus. (See Appendix B for a copy of the "checklist" and Appendix C for copies of the other fielding materials.)

When the respondent had finished, an assistant collected the questionnaire and the consent, follow-up, and payment forms. A record was kept of the beginning and ending times of the administration of each questionnaire. Table 4-8 reports the number of minutes administration took for both of the sub-samples. The distributions for the two sub-samples are comparable. The questionnaire was projected to take 2 hours to complete. The actual mean time required for completing the questionnaire was 107 minutes.

A mini-study: The informational component of human service delivery

This final section of this chapter is a report describing both the respondents in this study and the agencies they represented. The intent is to present a picture of the sample. The portrait obtained is one that can rightfully be said to be a description of the informational component of human service delivery systems designed to reach adult residents of Seattle.

It has been apparent for some years that our society is in the midst of an information crisis. The average citizen needs far more information than ever before in order to cope in a complex society; there is a vast increase in the information relevant to the situatons which citizens face. Yet, ironically, these are not a problem and its solution -- these are two compounding problems. Citizens are overwhelmed by the mass of available information.

In response to this information crisis, numerous helping agencies with a focus on information have sprung up, information systems have been developed, new information professionals have been trained. The response has been energetic but uncontrolled. In identifying the universe for the agency sub-sample in this study, for example, 405 different agencies were identified that offered information and referral services as at least part of their service complex. This count did not include the two large public library systems that also serve the everyday information needs of citizens. This pattern of voluminous response is typical of that seen in cities around the country.

Very little study has been done of the nature of the agencies that have cropped up or the new services that have been designed to focus on information. Whom do they serve? What topics do they emphasize? What kinds of services do they offer? What are the characteristics of the information practitioners that provide the services? While some descriptive literature exists that addresses these questions, there is very little empirical evidence to aid our understanding of the pattern of available information services.

In determining the universe of human service agencies for the agency sub-sample in this study, descriptions of the agencies from two source documents were used for obtaining data on the topic emphases and services of the agencies. This data is reported in the earlier sections of this chapter. In addition, however, data on the agencies represented by respondents in the final sample was elicited by the questionnaire. (See Section VI of the Questionnaire in Appendix A.) This data, as well as data on the respondents themselves, is reported in the remainder of this chapter.

These two sources of data, agency descriptions in directories and reports of agency employee respondents, each have strengths and weaknesses. The published agency descriptions are written from the perspective of the agency administration and reflect the activities of the whole agency. The descriptions are composed with their eventual use for referral of clients in mind. On the other hand, respondents, as employees, can only describe their often large and complex agency from their perspective as individual employees. Although the agency descriptions have broader perspective on the agency, the agency employees can report with greater fidelity on the actual day-to-day function of the agency from their point of view. The published source may reflect the purposes of the agency; the agency respondents may reflect what the agency actually does.

Variables used to describe the agencies and their employees were:

> Types of services offered. This variable taps the different types of services agencies may offer that have an information or an informing function. The seven types are: information and/or referral services, involving information delivery to individual clients or referral of individual clients to other agencies; resource or service delivery, delivering tangible material goods or a non-information service (exclusive of library materials); crisis center, involving crisis intervention; counseling, involving individual or group therapy; library, providing library materials and programs to community or specified groups; mass media, creating messages for transmission via one of the mass media; public information, creating original pamphlets and other materials that serve a public information function in particular areas.
>
> Topic focus. This variable taps the topics which are the focus of the agencies. The list of topics used is one which has been developed in prior studies of citizen information needs and is virtually the same as the one used as a stratification variable for the agency universe.

Age groups of clients. This variable taps the age groups served by the agenices. The purpose is to examine whether comparable services are available for all citizen age groups.

Minority groups offered specialized service. This variable taps the degree to which services are specifically offered to serve the information needs of various minority groups.

Types of service offered by respondent. This variable taps the types of service individually performed by the respondents. The services performed by the respondent may not be the same as those offered by the agency. Since one of the purposes of this report on the nature of information services available is to describe the nature of the information practitioners actually delivering the service, it was important to represent their individual function in the agencies.

Number of years respondent has worked for employing agency. Respondents were asked to report the number of years they have worked for the agency presently employing them. Since the agency response to the information crisis is relatively recent, the purpose of this variable is to document the employment pattern resulting from this response.

Number of years respondent has done similar work. This variable taps the number of years the respondent has been doing the kind of work he is now doing (i.e. the work which brought him to the study as a respondent). This variable provides a second measure of the degree to which the response to the information crisis is a recent phenomenon.

Areas of formal educational background of respondents. This variable taps the areas in which respondents have had formal education. Since the response to the information crisis has occurred only recently, few information practitioners have been formally trained in information services. Rather, their education comes from a variety of disciplines. The purpose of this variable is to allow examination of the variety of those educational backgrounds.

Number of years of education of respondents. This variable taps the number of years of education respondents have had. Its purpose is to supplement the picture of information practitioners with an indication of the quantity of educational preparation they bring to their agency function.

Results. What follows below is a discussion of the characteristics of the information practitioner respondents and their agencies as obtained from questionnaire responses. Tables 4-9 through 4-17 compare the data obtained on each of the variables listed above across the library and agency sub-samples. The remaining tables (Tables 4-18 through 4-22) focus only on the agency sub-sample and look at whether topic emphases are suitably distributed across services and whether both information services and topic emphases are equitably available to differing age and ethnic groups in the population.

This latter analysis focuses only on agency respondents for several reasons. First is the fact that the library respondents, 121 in all, actually represent only two institutions, and the 141 agency respondents actually respresent 141 institutions. The purpose of this secondary analysis is to obtain a portrait of the distribution of service. The proper unit of analysis for this portrait is the institution. Secondly, the portrait of service presented by the library respondents (as will be seen below) is quite homogeneous and meets common expectations. The respondents reported that their agencies covered virtually all topic emphases and did so with library service and with information and/or referral service. Data from agency respondents is far more variable (to be expected given the multiple agencies), and it was felt that further development of the service portrait of these agencies would be instructive since there is an absence of such service portraits in the current literature.

Findings from this mini-study are reported below in the order that they were derived from tables. The tables are presented at the end of the chapter so that reading of textual material will not be interrupted by lengthy tables.

Table 4-9. This table looks at the frequency with which different types of service were reported as being offered by the employing institutions by the practitioner respondents. Respondents were asked to indicate on a closed-end list all the functions that their agency performed.

* Agency respondents reported a higher mean number of services (4.1 out of the 7 possible) than did the library respondents (2.9).

* As expected, library respondents indicated that their services were primarily library service (98.4%) and information and/or referral (02.1%). They also indicated relatively high frequencies for mass media (41.3%) and public information (51.6%). Their citations for the remaining service areas -- resource or service delivery, crisis center, and counseling -- were all below 8%.

* As expected, agency respondents cited information and/or referral most often of all service types (96.5%). However, at least one third of the agency respondents said their agencies performed each of the other services as well. The only other service category that fell even below 50% was library service (34.0%).

- Three of the service types -- information and/or referral, mass media, and public information -- were cited by the agency and library respondents with comparable frequency. But for the other four services -- resource or service delivery, crisis center, counseling, and library -- the library and agency institutions appeared to complement, not duplicate, each other.

Table 4-10. This table looks at the frequency with which different types of service were reported as being performed by the practitioner respondents themselves. Respondents were asked to indicate on a closed-end list all the functions they individually performed.

- The agency respondents reported a higher mean number of services performed by themselves individually (3.5 of the 7 possible) than did the library respondents (2.5).

- Although the frequencies are lower, the pattern established in Table 4-9 recurs in Table 4-10. The most frequently cited services for library respondents were information and/or referral and library service (92.9% and 87.3%, respectively). All other percentages were below 50%. The most frequently cited service for agency respondents was information and/or referral (95.7%), although all services other than library service were cited by 30% or more of the agency respondents. Library service was cited by only 14.9%.

- The agency and library respondents said they performed three of the service types at about equal levels -- information and/or referral, mass media, and public information. On the other hand, they cited strongly contrasting frequencies for the other service types -- resource or service delivery, crisis center, counseling, and library. The pattern of complementarity shown in Table 10-9 was repeated at the individual level.

Table 4-11. This table reports the frequency with which different topics were reported as being the focus of the employing institutions by the practitioner respondents. Respondents were asked to indicate on a closed-end list all the topics which their agency emphasized.

- Compared with the broad topic coverage of library institutions (mean number of 14.5 topic areas), the agency respondents reported a more specialized topic focus for their institutions (mean number of 7.5 topic areas).

- The most frequently cited topic area for agency institutions was health (66.0%). The most frequently cited topic area for library institutions was recreation and culture (95.2%).

- The percentage of library respondents saying their institutions focused on a particular topic area was always higher than the percentage of agency respondents. No library percentage for the 19 pre-set topic categories was under 60% in the library sub-sample, and only one topic percentage was over 60% in the agency sub-sample.

Table 4-12. This table cites the frequency with which different age groups of clients were reported as being served by the employing institutions by the practitioner respondents. Respondents were asked to indicate on a closed-end list the age groups their agency served. It should be noted that in order for an agency to be included in the universe of this study an Adult Clientele Criterion had to be met so agencies serving exclusively non-adult clientele were excluded.

* The most striking finding is that while 90.5% of the library respondents reported that their agencies serve all adult age groups, only 44.0% of the agency respondents did so. The lowest percentage for any age group in the library sub-sample was 91.3%. In contrast, the lowest percentag- in the agency sub-sample was 51.1%.

* Looking at the adult age groups only (i.e. 19 years of age or older), the least frequently mentioned groups for the agency respondents were the older citizens. These groups -- those 60 to 65 years of age, and those 66 years of age or older -- were cited 79.4% and 72.3% of the time, respectively. This contrasts to 90.1% for those 19 to 30 years of age and 85.8% for those 31 to 59 years of age.

Table 4-13. This table reports the frequency with which different minority groups were reported as being offered specialized service by the employing institutions of the practitioner respondents. Respondents were asked to indicate on a closed-end list the particular racial/ethnic groups for whom institutions specialized in meeting needs.

* Across all institutions, respondents reported offering specialized service for an average of one minority group. The mean number of minority groups offered specialized service was 0.9 for the agency sub-sample and 1.0 for the library sub-sample.

* The minority group most frequently mentioned as being offered specialized service was Black (14.2%, agency sub-sample and 20.8%, library sub-sample).

* The least frequently mentioned minority group being offered specialized service by agency respondents was Korean (9.9%). The least frequently mentioned minority group by library respondents was Filipino (8.0%).

Table 4-14. This table reports the number of years respondents have worked for their employing institutions across all practitioner samples. Respondents were asked to indicate on a closed-end list how many years they had worked for the agency which employed them.

- * The number of years respondents worked for agency versus library institutions was markedly different. The most frequently cited category for agency respondents was 1 to 2 years (34.3%), the most frequently cited category for library respondents was 9 or more years (39.2%). Fifty per cent of the agency respondents worked for their present employers 2 years or less; 55.2% of the library respondents worked for their present employers 7 or more years.

Table 4-15. This table reports the number of years respondents have done similar work across all practitioner samples. Respondents were asked to indicate on a closed-end list how many years they have done the kind of work they were currently doing (i.e., the work which caused them to be selected as a respondent).

- * Not only did agency respondents have shorter tenure with their present employers, they also have been performing similar work for less time than library respondents. Of the agency respondents, 47.5% have been doing similar work for 4 years or less; of the library respondents, 53.6% have been doing similar work for 7 years or more. The library mode was 9 or more years in contrast to the agency mode of 3 to 4 years.

Table 4-16. This table reports the frequency with which different areas of formal educational background were reported by practitioner respondents across all samples. Respondents were asked to indicate on a closed-end list the areas in which they had some formal education. The areas were business or management, communications, librarianship, psychiatry, psychology, and social work. In addition, they were able to write in other areas of formal education. These additional areas were content analyzed into six other categories: sociology; nutrition or dietetics; family counseling, relations; nursing; public health; and other health sciences. Any additional areas of formal education named that were not codable in one of the six content analysis categories were coded as "other."

- * The most frequently cited areas of educational background by agency respondents were social work (49.6%) and psychology (45.4%). As would be expected, library respondents cited librarianship most frequently as an area of formal education (74.6%).

- * Four areas of formal education, excluding "other," were cited by more than 20% of the agency respondents: business or management; communications; psychology; and social work. With the exception of librarianship, no area was cited by more than 20% of the library respondents.

Table 4-17. This table reports the number of years of education respondents had across all practitioner samples. The respondents were asked to indicate on a closed-end list the number of years of education they had.

- * Of the agency respondents, 71.4% had at least the equivalent of a college education, 16 or more years of education.
- * Of the library respondents, 66.9% had the equivalent of a masters degree, 17 or more years of education.

Table 4-18. This table reports the services offered within different topic foci by the employing institutions of the agency subsample respondents. The table allows an examination of the extent to which the human service agencies, as represented by the agency subsample, "cover" the needs of citizens for services across the broad range of topics. Emphasis will be placed in the findings on information and/or referral services.

- * The respondents reported that their agencies provided a wide range of services over a great variety of topics. For all combinations of pre-set topic areas and service types, there were no empty cells. At least 5% of the agencies were providing each different kind of service in each different topic area of citizen needs.
- * Since the sampling procedures were designed to pull in agencies with at least a partial information and/or referral focus, it is not surprising that this was the most frequently offered service across all topic areas. On the average, 39.9% of the agencies focusing on each topic area reported that they offered information and/or referral service. The next higher service category was public information (an average of 27.8% of the respondents said they provided this service in each topic area). All other service types had averages between 20% and 27% except library service with a low average of only 15.2%.
- * Health was the most frequently covered topic area for information and/or referral services and the first or second most frequent for all other service types. Thus, 63.8% of the respondents who said their agencies provided information and/or referral service also said their agencies emphasized health as a topic area. Other topic areas covered by 50% or more of the agencies reported as providing information and/or referral service were: employment (53.9%), education and schooling (56.0%), public assistance and

social security (51.8%), and child care, family, and personal (55.3%). No topic area was covered by less than 20% of the agencies that provided information and/or referral service. The least covered topic was housekeeping and household maintenance (24.8%).

Table 4-19. This table reports the client age groups served within different service types by the employing institutions of the agency subsample respondents. The table gives evidence on whether the reports of availability of service differed for different age groups.

* The most apparent pattern in the table indicated that for all service types, the most heavily served age group was ages 19-30. Service availability declined for all service types for clients in other age groups to the degree that those other groups were younger or older. It should be noted, however, that agencies that served exclusively younger clients (i.e. infants and school aged children) were systematically deleted from this study's sampling universe so the results may underestimate available service to the young.

* Despite this overall trend, no age group was really unrepresented by service according to respondent reports. The lowest percentage listed was 17.0% for the respondents in agencies with library service for clients up to 5 years of age.

* Service type did not appear to vary in magnitude of availability for different client groups. Information and/or referral service was the most frequently offered for all age groups. It varied from a low of 48.9% for clients up to 5 years of age to a high of 86.5% for clients 19-30.

Table 4-20. This table reports the client age groups served within different topic foci by the employing institutions of the agency subsample respondents. The table gives evidence on whether the agency emphasis on topic areas was different for different groups of clients.

* The coverage of topic emphases across age groups was very even. Thus, respondents reported that of all agencies emphasizing specific topic areas, a minimum of 16% offered specialized service to each age group.

* The patterns of topic emphasis across client age groups followed expectations that could be derived from the one-way data presentation on topic foci and client age. Health was the most frequent topic emphasis across all age groups. Clients aged 19-30 were reported as the most frequently served on all topics.

Table 4-21. This table reports specialized service to minority groups within different service types by the employing institutions of the agency sub-sample respondents. The table gives evidence on whether the availability of specialized services differed for different minority groups.

- * While generally the availability of the different types of minority groups was not high (under 15% of all respondent agencies specializing in service to any one minority group), the distribution of the service types across the different minority groups was widespread. Thus, respondents reported offering each of the different services specialized in each minority group.

- * The patterns of service types across minority groups followed expectations that could be derived from the one-way data presentations on service types and minority specialization. Korean clients were reported as the least frequently served across six of the service types; Black clients were the most frequently served across all types. Information and/or referral service was most often reported by those agencies specializing in each of the minority groups. The services least often reported across all groups were crisis center and library.

Table 4-22. This table reports specialized service to minority groups within different topic foci by the employing institutions of the agency sub-sample respondents. The table gives evidence on whether the agency emphasis on topic areas differed for different minority groups.

- * As with the availability of the different service types, the availability of differing topic emphases was widespread service offered by agencies emphasizing each of the topic foci categories.

- * The patterns of topic foci emphases across minority groups generally followed expectations that could be derived from the one-way data presentations on topic foci and minority specialization. Generally, then, more agencies emphasizing each different topic foci also reported a specialization in services to Black clients. Generally, too, those topic areas such as health, education, and employment that received most emphasis across all agencies received the most emphasis for those agencies reporting specialization in each of the minority groups.

Conclusions and implications. Very little is known about the service patterns or clientele focus of human services agencies. These vital services have burgeoned in response to rapidly growing demand for assistance in coping with everyday life situations. This development has focused on providing immediately needed services rather than on systematic analysis and planned response. Even where systematic planning has been attempted, these efforts have been hampered by limited resources and a bewildering variety of funding bases for the agency services. Some of the agencies are arms of federal, state, and local government; some are supported by large and complex charitable organizations; some are programs of church organizations; some are services of citizen action groups. Their creation at the impulse of immediate need and their accountability to different funding sources has resulted in a complex, over-lapping, little understood phenomenon that has large impact on the lives of all citizens.

In terms of the perspective of this study, these agencies are important providers of information services. When seeking to be informed about their most important life situations, citizens turn to human services agencies for answers, reassurance, support, and advice. For this study, from the 1,072 human services agencies identified, 408 agencies were designated as having a clear information component in their service description. The 141 agency respondents are a sample of representatives from those 408 information agencies.

In studying the information practitioners who actually serve the public information needs, it is critical that we have some understanding of the information agencies in which they serve. Even from this beginning examination of the four agency variables of service type, topic focus, age groups served, and minority groups offered specialized service, a number of themes emerge.

* Redundancy. When agencies are distributed across service types within different topic foci, a picture of bewildering duplication emerges. For the 7 service types and the 19 pre-set topic focus areas, 133 service/topic combinations are possible. If agencies were to specialize in one combination (e.g. in information and/or referral service on health, or crisis center on crime and safety), we would expect 0.8% of the agencies to be in each cell. This distribution would indicate no overlap, a high degree of specialization, and a full coverage of service needs. The pattern we found was that the lowest percentage indicated that 5.0% (or 7 of 141) of the agencies were offering library service for housekeeping and household maintenance; the highest percentage indicated that 63.8% (or 90 out of 141) of the agencies were offering information and/or referral for health. Of the 133 possible service/topic combinations, 84 (63%) are served by at least 20% of the agencies.

* Relative lack of emphasis on library service. Of the seven service types, the least emphasized was library. This pattern of service availability indicates the importance of the public libraries as complements to the human service

agencies. In particular, service needs are indicated for the topics of housekeeping and household maintenance; family planning and birth control; crime and safety; immigration, migration and mobility; and veterans and military for which less than 10% of the agencies offer library service.

- * Age pattern of services. One of the criteria for including agencies in the universe for this study was the Adult Clientele Criterion. This criterion resulted from the emphasis of this study on adult information needs and the need to match the information practitioner sample with the Phase I citizen sample of 18 years of age and older. This criterion would result in under-representing agencies that emphasize service to clients under 18. However, the examination of service types and topic foci by age groups showed lower frequency of service not only for clients under 18 but also for clients over 30. The decrease in service availability for clients aged 60 and over is of particular concern as the need for service increases for many in that age group.

- * Minority group pattern of service. When related with the overall service availability by topic foci and service types, the strongest pattern is the contrasting lack of specialized services to minority groups. It is generally recognized that minority groups have greater need for services than the general population, but less than 20 of the agencies had any specialized service at all for any minority group. Any one minority group was offered specialized service by less than 15% of the agencies.

Table 4-2

Interjudge coding reliabilities for stratification variables[a] used in drawing the agency sub-sample.

VARIABLE	Value	Relative frequency	Percentage of agreement between two coders...		
			expected agreement	observed agreement[b]	Scott's index[b]
Information/ referral	no	68.0%			
	yes	32.0%	0.56	0.96	0.91
Resource/ service	no	8.0%			
	yes	92.0%	0.86	0.93	0.50
Counseling	no	62.0%			
	yes	38.0%	0.52	0.99	0.98
Crisis center	no	96.0%			
	yes	4.0%	0.92	1.00	1.00
Library	no	99.0%			
	yes	1.0%	0.98	0.99	0.50
Mass media	no	100.0%			
	yes	0.0%	1.00	1.00	1.00
Public information	no	81.0%			
	yes	19.0%	0.70	0.95	0.83
Topic focus	Neighborhood	0.0%			
	Consumer	1.0%			
	Housing	5.0%			
	Employment	9.0%			
	Education & schooling	4.0%			
	Health	30.0%			
	Housekeeping & household maintenance	0.0%			
	Transportation	0.0%			
	Recreation & culture	5.0%			

(continued)

Table 4-2 (continued)

VARIABLE	Value	Relative frequency	Percentage of agreement between two coders...		
			expected agreement	observed agreement[b]	Scott's index[b]
	Financial matters & assistance	1.0%			
	Public assistance & social security	8.0%			
	Discrimination & race relations	0.0%			
	Child care, family & personal	8.0%			
	Legal	4.0%			
	Family planning & birth control	0.0%			
	Crime & safety	1.0%			
	Immigration, migration & mobility	1.0%			
	Veterans & military	0.0%			
	Miscellaneous	1.0%			
	Multi-topic	19.0%	0.16	0.93	0.92

[a] These variables, service types and topic focus, were used for stratification of the agency universe. For each of the seven service types, the coder was instructed to make a yes/no determination, e.g. Is this agency described as providing Information/referral service? For the topic focus variable, coders were asked to assign each agency to one of the pre-set topic categories. See Phase II Codebook for Sample of Information Practitioners in Appendix D for full explanation of the coding of these variables.

[b] These figures report the interjudge coding reliability between two coders for the stratification variables, topic focus and service type. For the purposes of this reliability check, two independent codings were made for 10% of the agencies coded. Two measures of reliability are reported: observed agreement and Scott's index. The observed agreement is a percentage of agreement index and is the proportion resulting from dividing the number of times two coders agreed by the number of possible agreements. The formula used was:

$$\frac{\text{(total possible agreements)} - \text{(\# of coder disagreements)}}{\text{(total possible agreements)}}$$

(continued)

Table 4

Comparison of services offered within different topic foci
that were eligible information agencies, and institutions

TOPIC FOCI	U/ E/ S^b	Per cent of institutions providi		
		Info/ referral	Resource/ service	Crisis center
Neighborhood	U	0.1	0.5	0.0
	E	0.2	0.2	0.0
	S	0.0	0.0	0.0
Consumer	U	0.5	0.6	0.0
	E	1.4	1.2	0.0
	S	2.1	2.1	0.0
Housing	U	0.6	4.8	0.0
	E	1.7	1.2	0.0
	S	0.7	0.7	0.0
Employment	U	2.0	6.1	0.0
	E	5.4	5.4	0.0
	S	7.8	7.8	0.0
Education & schooling	U	0.2	1.9	0.0
	E	0.5	0.2	0.0
	S	1.4	0.7	0.0
Health	U	10.4	28.1	1.7
	E	27.4	25.2	3.7
	S	25.5	24.1	4.2

Table 4-1

hin different topic foci by institutions in the agency universe, institutions
ncies, and institutions in the agency sub-sample.[a]

of institutions providing service in...						
Resource/ service	Crisis center	Counsel- ing	Library	Mass media	Public info	n[a]
0.5	0.0	0.0	0.0	0.0	0.2	6
0.2	0.0	0.0	0.0	0.0	0.2	1
0.0	0.0	0.0	0.0	0.0	0.0	0
0.6	0.0	0.0	0.0	0.0	0.5	8
1.2	0.0	0.0	0.0	0.0	1.2	6
2.1	0.0	0.0	0.0	0.0	2.1	3
4.8	0.0	1.0	0.3	0.0	0.0	54
1.2	0.0	0.2	0.0	0.0	0.0	7
0.7	0.0	0.0	0.0	0.0	0.0	1
6.1	0.0	2.0	0.0	0.0	0.4	65
5.4	0.0	1.7	0.0	0.0	0.0	22
7.8	0.0	2.1	0.0	0.0	0.0	11
1.9	0.0	0.9	0.1	0.0	0.5	33
0.2	0.0	0.0	0.0	0.0	0.2	3
0.7	0.0	0.0	0.0	0.0	0.7	2
28.1	1.7	10.3	0.5	0.0	7.5	314
25.2	3.7	14.2	0.7	0.0	12.5	113
24.1	4.2	15.6	0.0	0.0	10.6	37

(continued)

Table 4-1 (c

TOPIC FOCI	U/ E/ S[b]	Per cent of institutions providi		
		Info/ referral	Resource/ service	Crisis center
Housekeeping & household maintenance	U	0.0	0.2	0.0
	E	0.0	0.0	0.0
	S	0.0	0.0	0.0
Transportation	U	0.6	1.0	0.0
	E	1.7	1.7	0.0
	S	1.4	1.4	0.0
Recreation & culture	U	1.1	8.0	0.0
	E	2.9	2.9	0.0
	S	2.1	2.1	0.0
Financial matters & assistance	U	0.4	0.7	0.0
	E	1.0	0.5	0.0
	S	1.4	0.7	0.0
Public assistance & social security	U	2.9	5.9	0.0
	E	7.6	7.6	0.0
	S	7.8	7.8	0.0
Discrimination & race relations	U	0.3	1.0	0.0
	E	0.7	0.7	0.0
	S	0.7	0.7	0.0
Child care, family & personal	U	1.3	3.9	0.5
	E	3.4	2.2	0.2
	S	2.1	1.4	0.0

Table 4-1 (continued)

of institutions providing service in...						
Resource/ service	Crisis center	Counsel- ing	Library	Mass media	Public info	n^a
0.2	0.0	0.1	0.0	0.0	0.1	2
0.0	0.0	0.0	0.0	0.0	0.0	0
0.0	0.0	0.0	0.0	0.0	0.0	0
1.0	0.0	0.0	0.0	0.0	0.2	11
1.7	0.0	0.0	0.0	0.0	0.0	7
1.4	0.0	0.0	0.0	0.0	0.0	2
8.0	0.0	0.6	0.0	0.0	0.4	89
2.9	0.0	0.2	0.0	0.0	0.0	12
2.1	0.0	0.0	0.0	0.0	0.0	3
0.7	0.0	0.4	0.0	0.0	0.3	11
0.5	0.0	0.2	0.0	0.0	0.7	4
0.7	0.0	0.0	0.0	0.0	1.4	2
5.9	0.0	1.7	0.6	0.0	0.2	63
7.6	0.0	3.2	0.0	0.0	0.2	31
7.8	0.0	3.5	1.4	0.0	0.0	11
1.0	0.0	0.0	0.1	0.0	0.7	11
0.7	0.0	0.0	0.0	0.0	0.7	3
0.7	0.0	0.0	0.0	0.0	0.7	1
3.9	0.5	3.1	0.2	0.0	1.1	51
2.2	0.2	1.5	0.2	0.0	1.0	14
1.4	0.0	0.7	0.0	0.0	0.7	3

(continued)

Table 4-1 (continu

TOPIC FOCI	U/ E/ S[b]	Per cent of institutions providing ser			
		Info/ referral	Resource/ service	Crisis center	Coun ing
Legal	U	2.6	5.0	0.0	3.1
	E	6.9	6.2	0.0	5.1
	S	6.4	5.7	0.0	5.7
Family planning & birth control	U	1.0	1.7	0.1	1.4
	E	2.7	2.4	0.2	2.4
	S	2.1	2.1	0.0	2.1
Crime & safety	U	0.1	1.2	0.2	0.2
	E	0.2	0.2	0.0	0.0
	S	0.7	0.7	0.0	0.0
Immigration, migration & mobility	U	0.3	0.5	0.0	0.0
	E	0.7	0.7	0.0	0.0
	S	0.7	0.7	0.0	0.0
Veterans & military	U	0.4	0.2	0.0	0.4
	E	1.0	0.5	0.0	1.0
	S	0.7	0.7	0.0	0.7
Miscellaneous[c]	U	1.5	4.4	0.0	0.1
	E	3.9	3.4	0.0	0.2
	S	4.2	3.5	0.0	0.0

Table 4-1 (continued)

er cent of institutions providing service in...							n[a]
nfo/ eferral	Resource/ service	Crisis center	Counsel-ing	Library	Mass media	Public info	
2.6	5.0	0.0	3.1	0.0	0.0	0.7	55
6.9	6.2	0.0	5.1	0.0	0.0	1.5	28
6.4	5.7	0.0	5.7	0.0	0.0	2.1	9
1.0	1.7	0.1	1.4	0.3	0.0	0.7	19
2.7	2.4	0.2	2.4	0.5	0.0	1.0	11
2.1	2.1	0.0	2.1	0.0	0.0	0.7	3
0.1	1.2	0.2	0.2	0.0	0.0	0.2	13
0.2	0.2	0.0	0.0	0.0	0.0	0.2	1
0.7	0.7	0.0	0.0	0.0	0.0	0.7	1
0.3	0.5	0.0	0.0	0.0	0.0	0.0	5
0.7	0.7	0.0	0.0	0.0	0.0	0.0	3
0.7	0.7	0.0	0.0	0.0	0.0	0.0	1
0.4	0.2	0.0	0.4	0.0	0.0	0.1	4
1.0	0.5	0.0	1.0	0.0	0.0	0.2	4
0.7	0.7	0.0	0.7	0.0	0.0	0.0	1
1.5	4.4	0.0	0.1	0.1	0.1	1.7	49
3.9	3.4	0.0	0.2	0.0	0.0	2.2	16
4.2	3.5	0.0	0.0	0.0	0.0	1.4	6

(continued)

Table 4-1 (continue

TOPIC FOCI	U/ E/ S[b]	Per cent of institutions providing serv			
		Info/ referral	Resource/ service	Crisis center	Couns ing
Multi-topic[c]	U	11.3	19.0	1.3	8.8
	E	29.6	28.4	2.0	14.7
	S	29.1	28.4	2.8	17.0

---

[a] These ns represent the number of institutions in the agency univ eligible information agencies, and the number of institutions in 1072 institutions in the agency universe, 408 institutions that 141 institutions in the agency sub-sample. There were no missin service type variables. The table reads horizonally with a give institutions providing service in a given topic area who provide agency could provide more than one service, the percentages are than 100.

[b] U = institutions in the agency universe; E = institutions that w tutions in the agency sub-sample.

[c] The topic foci listed here come from a content analysis scheme f from a number of studies of citizen information needs. The "mis foci that could not be coded into the 18 pre-set categories abov weather; locating names and addresses of people, agencies; gener foreign or international travel; and religious issues and theolo agencies whose activities range across a variety of topic areas single-topic categories. Examples are service clubs whose progr media organizations. (See the Codebook for Sample of Informatio

Table 4-1 (continued)

er cent of institutions providing service in...							
nfo/ eferral	Resource/ service	Crisis center	Counsel-ing	Library	Mass media	Public info	n^a
.3	19.0	1.3	8.8	0.8	0.5	3.5	209
.6	28.4	2.0	14.7	1.7	0.7	5.4	122
.1	28.4	2.8	17.0	1.4	0.7	7.1	43

ber of institutions in the agency universe, the number of institutions that were
les, and the number of institutions in the agency sub-sample. In all, there were
gency universe, 408 institutions that were eligible information agencies, and
ency sub-sample. There were no missing data on either the topic focus or the
he table reads horizonally with a given row indicating the per cent of all
vice in a given topic area who provide service of different types. Since a given
than one service, the percentages are not mutually exclusive and can add to more

ency universe; E = institutions that were eligible information agencies; S = insti-
sample.

come from a content analysis scheme from Phase I. This scheme has been developed
f citizen information needs. The "miscellaneous" category included single-topic
ed into the 18 pre-set categories above, such as: news, current events, sports,
d addresses of people, agencies; general governmental administration and policies;
ravel; and religious issues and theology. The "multi-topic" category includes those
range across a variety of topic areas and thus could not be coded in any of the
Examples are service clubs whose programs support a variety of agencies and mass
the Codebook for Sample of Information Practitioners in Appendix D.)

Table 4-2 (continued)

However, this index of observed agreement does not take into account the amount of agreement that can occur between two coders simply by chance. The chance agreement should be based upon the actual distribution of scores. Thus, if a variable is dichotomous, such as the yes/no coding of service types, the chance agreement is higher for a 90% - 10% distribution than for a 50% - 50% distribution. The Scott's index takes into account the amount of agreement that can occur by chance and thus is a much more conservative measure of reliability. The formula for Scott's index requires prior calculation of both the observed agreement and the expected agreement through chance alone. The expected agreement (P_e) is obtained by summing the squares of the relative frequencies for a variable. Therefore, the expected agreement for the Information/referral service type is calculated as follows:

$$(68.0)^2 + (32.0)^2 = 0.46 + 0.10 = 0.56$$

The observed agreement (P_o) for that variable is 0.96. The formula for Scott's index is:

$$\frac{P_o - P_e}{1 - P_e} \quad \text{Thus, for this example:} \quad \frac{0.96 - 0.56}{1 - 0.56} = \frac{0.40}{0.44} = 0.91$$

See: Scott, William A., "Reliability of content analysis: the case of nominal scale coding." Public Opinion Quarterly, 19:321-25; Stempel, Guido H. III, "Increasing reliability in content analysis." Journalism Quarterly, 21: 449-55, 1955.

Table 4-3

Comparison of the distribution of the different services offered by institutions that were eligible information agencies and institutions in the agency sub-sample.[a]

SERVICES	Per cent of institutions which provide each service...	
	ELIGIBLE INFORMATION AGENCIES	AGENCY SUB-SAMPLE
Information/referral	99.3	97.9
Resource/service	91.7	92.2
Crisis center	6.1	7.1
Counseling	44.8	47.5
Library	4.9	2.8
Mass media	0.7	0.7
Public information	27.4	28.4
N (# of respondents)[a]	408	141

[a] Of the 1072 institutions in the agency universe, 405 were described as providing information/referral services and 3 were described as solely providing public information. These 408 agencies were designated as "eligible information agencies" from which the sample was drawn. In the final sample, 141 agencies were represented by respondents.

Table 4-4

Comparison of the frequency of different topic foci of institutions that were eligible information agencies and institutions in the agency sub-sample.[a]

TOPIC FOCI	Per cent of institutions focusing on each topic...	
	ELIGIBLE INFORMATION AGENCIES	AGENCY SUB-SAMPLE
Neighborhood	0.2	0.0
Consumer	1.5	2.1
Housing	1.7	0.7
Employment	5.4	7.8
Education & schooling	0.7	2.1
Health	27.7	26.2
Housekeeping & household maintenance	0.0	0.0
Transportation	1.7	1.4
Recreation & culture	2.9	2.1
Financial matters & assistance	1.0	1.4
Public assistance & social security	7.6	7.8
Discrimination & race relations	0.7	0.7
Child care, family & personal problems	3.4	2.1
Legal	6.9	6.4
Family planning & birth control	2.7	2.1
Crime & safety	0.2	0.7
Immigration, migration & mobility	0.7	0.7
Veterans & military	1.0	0.7
Miscellaneous	3.9	4.2
Multi-topic	29.9	30.5
TOTAL[b]	100.0	100.0
N (# of respondents)[a]	408	141

[a] Of the 1072 institutions in the agency universe, 405 were described as providing information/referral services and 3 were described as solely providing public information. These 408 agencies were designated as "eligible information agencies" from which the sample was drawn. In the final sample, 141 agencies were represented by respondents to the questionnaire.

[b] The table reads vertically, summing to roughly 100%. Percentages may not sum to exactly 100.0 because of rounding error.

Table 4-5

Comparison of number of agencies offering different combinations of services within different topic foci for the eligible information agencies, the contacted information agencies, and the obtained agency sub-sample.[a]

TOPIC FOCI[d]	E/C/O[b]	Number of agencies providing service in...																n[d]
		IR[c]	PI	IR L	IR PI	IR RS	IR CO	IR CR	IR PI RS	IR PI CO	IR RS CO	IR RS CR	IR PI RS CO	IR PI RS CR	IR RS CO CR	IR PI RS CO CR	Other comb.	
Neighborhood	E	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1
	C	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	O	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Consumer	E	1	0	0	0	0	0	0	5	0	0	0	0	0	0	0	0	6
	C	0	0	0	0	0	0	0	4	0	0	0	0	0	0	0	0	4
	O	0	0	0	0	0	0	0	3	0	0	0	0	0	0	0	0	3
Housing	E	1	0	0	0	5	1	0	0	0	0	0	0	0	0	0	0	7
	C	1	0	0	0	3	0	0	0	0	0	0	0	0	0	0	0	4
	O	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Employment	E	0	0	0	0	15	0	0	0	0	7	0	0	0	0	0	0	22
	C	0	0	0	0	10	0	0	0	0	4	0	0	0	0	0	0	14
	O	0	0	0	0	8	0	0	0	0	3	0	0	0	0	0	0	11
Education & schooling	E	1	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	3
	C	1	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	3
	O	1	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	3
Health	E	2	1	1	3	22	0	1	21	1	30	0	14	2	5	7	3	113
	C	1	1	1	3	15	0	1	14	0	17	0	8	1	4	3	1	70
	O	1	1	0	1	6	0	0	5	0	11	0	6	1	4	1	0	37
Housekeeping & housekeeping maintenance	E	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	C	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	O	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Transportation	E	0	0	0	0	7	0	0	0	0	0	0	0	0	0	0	0	7
	C	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	2
	O	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	2
Recreation & culture	E	0	0	0	0	11	0	0	0	0	1	0	0	0	0	0	0	12
	C	0	0	0	0	7	0	0	0	0	1	0	0	0	0	0	0	8
	O	0	0	0	0	3	0	0	0	0	0	0	0	0	0	0	0	3
Financial matters & assistance	E	0	0	0	2	0	0	0	1	0	1	0	0	0	0	0	0	4
	C	0	0	0	1	0	0	0	1	0	1	0	0	0	0	0	0	3
	O	0	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	2
Public assistance & social security	E	0	0	0	0	11	0	0	0	0	12	0	1	0	0	0	7	31
	C	0	0	0	0	7	0	0	0	0	6	0	1	0	0	0	3	17
	O	0	0	0	0	4	0	0	0	0	5	0	0	0	0	0	2	11
Discrimination & race relations	E	0	0	0	0	0	0	0	3	0	0	0	0	0	0	0	0	3
	C	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	2
	O	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Child care, family & personal	E	2	0	0	1	3	2	0	1	0	2	1	1	0	0	0	1	14
	C	1	0	0	0	1	2	0	1	0	1	0	1	0	0	0	1	8
	O	1	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	3
Legal	E	0	0	0	0	5	1	0	2	0	16	0	4	0	0	0	0	28
	C	0	0	0	0	4	1	0	1	0	10	0	2	0	0	0	0	18
	O	0	0	0	0	0	1	0	1	0	5	0	2	0	0	0	0	9
Family planning & birth control	E	0	0	0	0	0	1	0	1	0	5	0	1	0	1	0	2	11
	C	0	0	0	0	0	0	0	0	0	3	0	1	0	0	0	1	5
	O	0	0	0	0	0	0	0	0	0	2	0	1	0	0	0	0	3

(continued)

Table 4-5 (continued)

TOPIC FOCI[d]	E/C/O[b]	Number of agencies providing service in...																n[d]
		IR[c]	PI	IR L	IR PI	IR RS	IR CO	IR CR	IR PI RS	IR PI CO	IR RS CO	IR RS CR	IR PI RS CO	IR PI RS CR	IR RS CO CR	IR PI RS CO CR	Other comb.	
Crime & safety	E	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1
	C	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1
	O	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Immigration, migration & mobility	E	0	0	0	0	3	0	0	0	0	0	0	0	0	0	0	0	3
	C	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1
	O	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Veterans & military	E	0	0	0	0	0	1	0	0	1	2	0	0	0	0	0	0	4
	C	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	2
	O	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Miscellaneous[e]	E	1	0	0	1	6	0	0	7	0	0	0	1	0	0	0	0	16
	C	1	0	0	0	4	0	0	5	0	0	0	1	0	0	0	0	11
	O	1	0	0	0	3	0	0	2	0	0	0	0	0	0	0	0	6
Multi-topic[e]	E	3	1	0	1	42	1	0	9	0	39	0	5	0	8	0	10	122
	C	2	1	0	1	24	1	0	6	0	22	0	5	0	5	0	7	74
	O	1	0	0	1	13	0	0	3	0	14	0	5	0	4	0	2	43
TOTAL[f]	E	11	3	1	8	131	7	1	52	2	115	1	30	2	14	7	23	408
	C	7	3	1	5	79	4	1	35	1	66	0	18	1	9	3	13	247
	O	5	2	0	3	42	1	0	18	0	42	0	14	1	8	1	4	141

[a] These data come from the coding into topics and into service types of human services agencies in the Seattle-King County area. This coding information was derived from directory descriptions of the agencies and was used for the stratification of the agency sample. (See Chapter 4 for a full description of the stratification process.) "eligible information agencies" were those described either as offering an information and referral service or as offering only a public information service. "Contacted information agencies" were those agencies selected and contacted for the agency sample. The "obtained agency sample" are those agencies whose respondents actually completed questionnaires for the study.

[b] E = eligible information agencies; C = contacted information agencies; O = obtained agency sample.

[c] These columns contain the number of agencies who offered different combinations of services as coded from the directories of agencies. (See the Codebook for Sample of Information Practitioners in Appendix D.) IR = information and referral; PI = public information; L = library; RS = resource or service delivery; CO = counseling; CR = crisis center. A seventh service type, mass media, is not designated in this table, although some agencies including service in mass media are included in the column of other service type combinations.

[d] These ns represent the number of agencies included in the eligible information agencies, the contacted information agencies, and the obtained agency sample. There were 408 eligible information agencies, 247 contacted information agencies, and 141 agencies in the obtained agency sample. There were no missing data on either the topic focus or the service type variables. A given row of the table indicates the number of agencies who were coded as offering service in a given topic area.

[e] The topic foci listed here come from a content analysis scheme from Phase I. This scheme has been developed from a number of studies of citizen information needs. The "miscellaneous" category includes single-topic foci that could not be coded into the 18 pre-set categories above: such as news, current events, sports, weather; locating names and addresses of people, agencies; general governmental administration and policies; foreign or international travel; and religious issues and theology. The "multi-topic" category includes those agencies whose activities range across a variety of topic areas and thus could not be coded in any of the single-topic categories. Examples are service clubs whose programs support a variety of agencies and mass media organizations. (See the Codebook for Sample of Information Practitioners in Appendix D.)

[f] These figures are the number of agencies providing a particular combination of services regardless of topic focus.

Table 4-6

Record of per cent of respondents in a fielding week across the practitioner samples.

FIELDING WEEK	Per cent of practitioner[a] respondents		
	LIBRARY	AGENCY	TOTAL
6/21 - 6/25	47.6	40.3	43.1
6/28 - 7/2	26.2	27.0	26.6
7/5 - 7/9	16.7	19.9	18.0
7/12 - 7/16	8.8	9.2	9.0
7/19 and after	0.8	1.4	1.1
TOTAL[b]	100.0	100.0	100.0
N (# of respondents)[a]	126	141	267

[a] There were a total of 267 practitioner respondents, 126 library and 141 agency. There were no missing data on the variables in this table.

[b] The table reads vertically, summing to roughly 100%. Percentages may not sum to exactly 100.0 because of rounding error.

Table 4-7

Record of time of day administration started across the practitioner samples.

TIME OF DAY ADMINISTRATION STARTED	Per cent of practitioners[a]		
	LIBRARY	AGENCY	TOTAL[b]
Morning 7 a.m. - 11:30 a.m.	34.7	0.7	16.7
Noon 11:31 a.m. - 1 p.m.	22.6	0.7	11.0
Afternoon 1:01 p.m. - 5 p.m.	38.7	78.6	59.8
Dinner hour 5:01 p.m. - 6:30 p.m.	0.0	0.0	0.0
Evening 6:31 or later	4.0	20.0	12.5
TOTAL[b]	100.0	100.0	100.0
N (# of respondents)[a]	124	140	264

[a] There were a total of 267 practitioner respondents, 126 library and 141 agency. Differences between these ns and those in the table above are due to missing data.

[b] The table reads vertically, summing to roughly 100%. Percentages may not sum to exactly 100.0 because of rounding error.

Table 4-8

Record of number of minutes administration took across the practitioner samples.

# OF MINUTES	Per cent of practitioners[a]		
	LIBRARY	AGENCY	TOTAL[b]
Less than 40	0.0	1.4	0.8
40 - 49	0.8	0.7	0.8
50 - 59	0.8	1.4	1.2
60 - 69	2.5	0.0	1.2
70 - 79	1.7	2.1	2.0
80 - 89	8.4	12.9	10.9
90 - 99	22.4	15.8	19.0
100 - 109	22.5	14.2	18.3
110 - 119	12.5	16.5	14.8
120 - 129	14.9	14.3	14.8
130 - 139	10.8	7.2	8.9
140 - 149	0.8	3.5	2.4
150 - 159	0.8	4.3	2.7
160 - 169	0.0	2.1	1.2
170 or more	0.8	2.1	1.6
TOTAL[b]	100.0	100.0	100.0
MEAN # OF MINUTES[c]	104.7	109.0	107.0
N (# of respondents)[a]	120	138	258

[a] There were a total of 267 practitioner respondents, 126 library and 141 agency. Differences between these ns and those in the table above are due to missing data.

[b] The table reads vertically, summing to roughly 100%. Percentages may not sum to exactly 100.0 because of rounding error.

[c] This figure represents the average number of minutes required for administration of the questionnaire for the practitioner samples.

Table 4-9

Distribution of services reported as being offered by the employing institutions across the practitioner samples.

SERVICES	Per cent of practitioner[a] respondents whose institution provides each service...		
	LIBRARY	AGENCY	TOTAL[b]
Information and/or referral	92.1	96.5	94.4
Resource or service delivery	7.1	60.3	35.2
Crisis center	2.4	48.9	27.0
Counseling	0.8	58.2	31.1
Library	98.4	34.0	64.4
Mass media	41.3	50.4	46.1
Public information	51.6	63.1	57.7
MEAN # OF INSTITUTION SERVICES[c]	2.9	4.1	3.5
N (# of respondents)[a]	126	141	267

[a] There were a total of 267 practitioner respondents, 126 library and 141 agency. There were no missing data on the variables in this table.

[b] The table reads horizontally. However, the service variables were not mutually exclusive so the percentages add to more than 100%.

[c] This figure represents the average number of institution services checked off by respondents.

Table 4-10

Distribution of services reported as being performed by practitioner respondents themselves across the practitioner samples.

SERVICES PERFORMED BY RESPONDENT	Per cent of practitioner[a] respondents		
	LIBRARY	AGENCY	TOTAL[b]
Information and/or referral	92.9	95.7	94.4
Resource or service delivery	4.0	49.6	28.1
Crisis center	0.8	54.6	29.2
Counseling	0.8	59.6	31.8
Library	87.3	14.9	49.1
Mass media	29.4	32.6	31.1
Public information	36.5	38.3	37.5
MEAN # OF RESPONDENT SERVICES[c]	2.5	3.5	3.0
N (# of respondents)[a]	126	141	267

[a] There were a total of 267 practitioner respondents, 126 library and 141 agency. There were no missing data on the variables in this table.

[b] The table reads horizontally. However, the service variables were not mutually exclusive so the percentages add to more than 100%.

[c] This figure represents the average number of respondent services checked off by the respondents.

Table 4-11

Distribution of topic foci reported for the employing institutions across the practitioner samples.

TOPIC FOCI	Per cent of practitioner[a] respondents whose institution focuses on each topic...		
	LIBRARY	AGENCY	TOTAL[b]
Neighborhood	69.8	29.8	48.7
Consumer	91.3	33.3	60.7
Housing	63.5	48.9	55.8
Employment	73.0	56.0	64.0
Education & schooling	91.3	56.7	73.0
Health	77.0	66.0	71.2
Housekeeping & household maintenance	87.3	24.8	54.3
Transportation	69.8	38.3	53.2
Recreation & culture	95.2	40.4	66.3
Financial matters & assistance	79.4	41.1	59.2
Public assistance & social security	61.1	51.8	56.2
Discrimination & race relations	64.3	34.8	48.7
Child care, family & personal problems	82.5	58.2	69.7
Legal	74.6	46.1	59.6
Family planning & birth control	77.8	29.8	52.4
Crime & safety	69.0	27.7	47.2
Immigration, migration & mobility	77.0	25.5	49.8
Veterans & military	61.1	27.7	43.4
Public affairs	87.3	38.3	61.4
Other (general topic focus)	1.6	1.4	1.5
Other (specific topic not above	2.4	2.1	2.2
MEAN # OF INSTITUTION TOPICS NAMED[c]	14.5	7.5	10.8
N (# of respondents)[a]	126	141	267

[a] There were a total of 267 practitioner respondents, 126 library and 141 agency. There were no missing data on the variables in this table.

[b] The table reads horizontally. However, the topic variables were not mutually exclusive so the percentages add to more than 100%.

[c] This figure represents the average number of pre-set categories of topics checked off by respondents.

Table 4-12

Distribution of age groups of clients reported as being served by the employing institutions across the practitioner samples.

CLIENT AGE GROUPS	Per cent of practitioner[a] respondents whose institution serves each group....		
	LIBRARY	AGENCY	TOTAL[b]
Up to 5 years of age	91.3	51.1	70.0
6 to 12 years of age	94.4	58.2	75.3
13 to 18 years of age	98.4	75.2	86.1
19 to 30 years of age	99.2	90.1	94.4
31 to 59 years of age	100.0	85.8	92.5
60 to 65 years of age	99.2	79.4	88.8
66 years of age to older	99.2	72.3	85.0
% OF INSTITUTIONS SERVING ALL AGE GROUPS[c]	90.5	44.0	65.9
N (# of respondents)[a]	126	141	267

[a] There were a total of 267 practitioner respondents, 126 library and 141 agency. There were no missing data on the variables in this table.

[b] The table reads horizontally. However, the age group variables were not mutually exclusive so the percentages add to more than 100%.

[c] This figure represents the per cent of institutions whose respondents described them as serving all age groups.

Table 4-13

Distribution of minority groups reported as being offered specialized service by employing institutions across the practitioner samples.

MINORITY GROUPS	Per cent of practitioner[a] respondents whose institution provides specialized service...		
	LIBRARY	AGENCY	TOTAL[b]
Black	20.8	14.2	17.3
Chicano	12.0	10.6	11.3
Chinese	16.0	11.3	13.5
Filipino	8.0	11.3	9.8
Japanese	16.8	11.3	13.9
Korean	8.8	9.9	9.4
Native American	14.4	12.8	13.5
Other[c]	5.6	5.0	5.3
MEAN # OF MINORITY GROUPS OFFERED SPECIALIZED SERVICE[d]	1.0	0.9	0.9
N (# of respondents)[a]	125	141	266

---

[a] There were a total of 267 practitioner respondents, 126 library and 141 agency. Differences between these ns and those in the table above are due to missing data.

[b] The table reads horizontally. However, the minority group variables were not mutually exclusive so the percentages add to more than 100%.

[c] In addition to checking minority groups on a close-ended list, respondents were given an opportunity to indicate other, not listed minority groups for which their institution offered specialized service.

[d] This figure represents the average number of minority groups (including "other") offered specialized services by employing institutions.

Table 4-14

Distribution of number of years respondents have worked for employing institutions across the practitioner samples.

NUMBER OF YEARS	Per cent of practitioner[a] respondents		
	LIBRARY	AGENCY	TOTAL
Less than 1 year	3.2	15.7	9.8
1 to 2 years	5.6	34.3	20.8
3 to 4 years	13.6	23.6	18.9
5 to 6 years	22.4	11.4	16.6
7 to 8 years	16.0	5.7	10.6
9 or more years	39.2	9.3	23.4
TOTAL[b]	100.0	100.0	100.0
N (# of respondents)[a]	125	140	265

[a] There were a total of 267 practitioner respondents, 126 library and 141 agency. Differences between these ns and those in the table above are due to missing data.

[b] The table reads vertically, summing to roughly 100%. Percentages may not sum to exactly 100.0 because of rounding error.

Table 4-15

Distribution of number of years respondents have done similar work across the practitioner samples.

NUMBER OF YEARS	Per cent of practitioner[a] respondents		
	LIBRARY	AGENCY	TOTAL
Less than 1 year	6.4	4.3	5.3
1 to 2 years	4.8	18.0	11.7
3 to 4 years	11.2	25.2	18.6
5 to 6 years	24.0	22.3	23.1
7 to 8 years	12.8	11.5	12.1
9 or more years	40.8	18.7	29.2
TOTAL[b]	100.0	100.0	100.0
N (# of respondents)[a]	125	139	264

[a] There were a total of 267 practitioner respondents, 126 library and 141 agency. Differences between these ns and those in the table above are due to missing data.

[b] The table reads vertically, summing to roughly 100%. Percentages may not sum to exactly 100.0 because of rounding error.

Table 4-16

Distribution of areas of formal education background reported by practitioner respondents across the practitioner samples.

AREA OF FORMAL EDUCATION	Per cent of practitioner[a] respondents		
	LIBRARY	AGENCY	TOTAL[b]
Business or management	19.8	27.7	24.0
Communications	18.3	29.1	24.0
Librarianship	74.6	4.3	37.5
Psychiatry	0.8	5.7	3.4
Psychology	16.7	45.4	31.8
Social work	10.3	49.6	31.1
Sociology	1.6	5.7	3.7
Nutrition, dietetics	0.8	0.7	0.7
Family counseling, relations	0.8	0.0	0.4
Nursing	1.6	5.0	3.4
Public health	0.8	2.8	1.9
Other health sciences	0.0	2.1	1.1
Other[c]	15.9	36.2	26.6
N (# of respondents)[a]	126	141	267

[a] There were a total of 267 practitioner respondents, 126 library and 141 agency. There were no missing data on the variables in this table.

[b] The table reads horizontally. However, the formal education area variables were not mutually exclusive so the percentages add to more than 100%.

[c] In addition to checking formal education areas on the close-ended list of six areas (business or management, communications, librarianship, psychiatry psychology, and social work), respondents were given an opportunity to indicate other, not listed formal education areas. Other areas names were coded into six additional categories (sociology; nutrition or dietetics; family counseling, relations; nursing; public health; and other health sciences). Other areas of formal education named that were not codable in one of the six additional categories are listed as "other."

Table 4-17

Distribution of number of years of education respondents have had across the practitioner samples.

NUMBER OF YEARS	Per cent of practitioner[a] respondents		
	LIBRARY	AGENCY	TOTAL
0 to 6 years	0.8	0.0	0.4
7 to 9 years	0.0	0.7	0.4
10 to 11 years	0.8	0.7	0.8
12 years	8.9	2.9	5.7
13 to 15 years	12.9	24.3	18.9
16 years	9.7	34.3	22.7
17 or more years	66.9	37.1	51.1
TOTAL[b]	100.0	100.0	100.0
N (# of respondents)[a]	124	140	264

[a] There were a total of 267 practitioner respondents, 126 library and 141 agency.

[b] The table reads vertically, summing to roughly 100%. Percentages may not sum to exactly 100.0 because of rounding error.

Table 4-18

Comparison of services offered within different topic foci by the employing i
sub-sample respondents.

TOPIC FOCI	Per cent of employing institutions prov			
	Info/ referral	Resource/ service	Crisis center	Counsel- ing
Neighborhood	28.4	19.9	13.5	14.9
Consumer	31.9	21.3	11.3	15.6
Housing	47.5	33.3	29.1	33.3
Employment	53.9	37.6	31.2	34.8
Education & schooling	56.0	36.2	30.5	34.8
Health	63.8	39.7	34.8	41.8
Housekkeping & household maintenance	24.8	15.6	14.9	14.9
Transportation	37.6	27.0	24.1	23.4
Recreation & culture	39.0	28.4	19.9	24.1
Financial matters & assistance	41.1	27.7	24.1	24.8
Public assistance & social security	51.8	36.2	30.5	34.8
Discrimination & race relations	34.0	24.1	19.1	19.9
Child care, family & personal	55.3	36.9	36.2	35.5
Legal	45.4	29.1	27.0	31.2
Family planning & birth control	29.1	19.9	20.6	20.6
Crime & safety	27.0	17.0	12.1	14.2
Immigration, migration & mobility	25.5	17.0	14.2	15.6
Veterans & military	27.7	18.4	17.0	17.0
Public affairs	37.6	25.5	17.0	19.1
Other (general topic focus)	1.4	0.7	0.0	0.7
Other (specific topic not above)	2.1	1.4	0.7	0.7
Total[b]	96.5	85.0	69.0	82.0

[a] These ns represent the number of respondents in the agency sub-sample who i
provided service in each of the topic areas. There were 141 agency responde
data on either the topic focus or the service type variables. The table rea
indicating the per cent of all institutions providing service in a given top
different types. Since a given agency could provide more than one service
exclusive and can add to more than 100%.

Table 4-18

ered within different topic foci by the employing institutions of the agency

	Per cent of employing institutions providing service in...							
	Info/ referral	Resource/ service	Crisis center	Counsel-ing	Library	Mass media	Public info	n[a]
	28.4	19.9	13.5	14.9	11.3	15.6	20.6	42
	31.9	21.3	11.3	15.6	13.5	14.9	23.4	47
	47.5	33.3	29.1	33.3	16.8	27.0	36.2	69
	53.9	37.6	31.2	34.8	19.1	28.4	36.2	79
	56.0	36.2	30.5	34.8	24.8	29.1	39.0	80
	63.8	39.7	34.8	41.8	24.1	34.8	46.1	93
aintenance	24.8	15.6	14.9	14.9	5.0	12.8	16.3	35
	37.6	27.0	24.1	23.4	11.3	20.6	24.8	54
	39.0	28.4	19.9	24.1	17.0	21.3	26.2	57
ance	41.1	27.7	24.1	24.8	13.5	22.7	28.4	58
security	51.8	36.2	30.5	34.8	16.3	28.4	36.9	73
tions	34.0	24.1	19.1	19.9	11.3	18.4	24.1	49
nal	55.3	36.9	36.2	35.5	22.0	27.0	35.5	82
	45.4	29.1	27.0	31.2	19.9	24.8	31.2	65
ntrol	29.1	19.9	20.6	20.6	8.5	13.5	20.6	42
	27.0	17.0	12.1	14.2	7.8	9.2	14.9	39
obility	25.5	17.0	14.2	15.6	9.9	12.8	17.7	36
	27.7	18.4	17.0	17.0	9.9	14.2	20.6	39
	37.6	25.5	17.0	19.1	19.1	22.7	29.1	54
)	1.4	0.7	0.0	0.7	0.0	0.7	0.7	2
above)	2.1	1.4	0.7	0.7	0.7	1.4	1.4	3
	96.5	85.0	69.0	82.0	48.0	71.0	89.0	141

mber of respondents in the agency sub-sample who indicated that their institutions
of the topic areas. There were 141 agency respondents in all. There were no missing
focus or the service type variables. The table reads horizontally with a given row
f all institutions providing service in a given topic area who provide services of
given agency could provide more than one service the percentages are not mutually
more than 100%.

(continued)

Table 4-18 (continued)

---

[b] These figures are the percent of all agency respondents who indicated t
a particular service regardless of topic focus.

Table 4-18 (continued)

of all agency respondents who indicated that their institutions provide ss of topic focus.

Table 4-19

Comparison of client age groups served within different service types by t
agency sub-sample respondents.

SERVICE TYPES	Per cent of employing institutions servi			
	Up to 5	6-12	13-18	19-30
Information and/or referral	48.9	55.3	72.3	86.5
Resource or service delivery	36.2	39.7	49.6	55.3
Crisis center	25.5	31.2	40.4	45.4
Counseling	26.2	32.6	42.6	51.1
Library	17.0	19.9	25.5	29.8
Mass media	27.7	31.2	37.6	46.8
Public information	32.6	38.3	50.4	58.2
TOTAL[b]	51.1	58.2	75.2	86.5

[a] These ns represent the number of respondents in the agency sub-sample wh
provided each type of service. There were 141 agency respondents in all
either the service type or the client age variables. The table reads ho
the per cent of all institutions providing a given type of service who p
age groups. Since a given agency could serve more than one age groups,
exclusive and can add to more than 100%.

[b] These figures are the per cent of all agency respondents who indicated t
service to the different age groups regardless of service type.

Table 4-19

served within different service types by the employing institutions of the

Per cent of employing institutions serving each age group...							
Up to 5	6-12	13-18	19-30	31-59	60-65	66+	n[a]
48.9	55.3	72.3	86.5	83.0	76.6	70.2	136
36.2	39.7	49.6	55.3	53.2	49.6	46.1	85
25.5	31.2	40.4	45.4	44.7	37.6	33.3	69
26.2	32.6	42.6	51.1	49.6	43.3	38.3	82
17.0	19.9	25.5	29.8	29.1	26.2	24.8	48
27.7	31.2	37.6	46.8	44.7	42.6	38.3	71
32.6	38.3	50.4	58.2	55.3	52.5	46.8	89
51.1	58.2	75.2	86.5	83.0	76.6	70.2	141

f respondents in the agency sub-sample who indicated that their institutions
There were 141 agency respondents in all. There were no missing data on
client age variables. The table reads horizontally with a given row indicating
s providing a given type of service who provide that service for the different
cy could serve more than one age groups, the percentages are not mutally
han 100%.

of all agency respondents who indicated that their institutions provide
oups regardless of service type.

Table 4-20

Comparison of client age groups served within different topic foci b
agency sub-sample respondents.

TOPIC FOCI	Per cent of employing institution			
	Up to 5	6-12	13-18	19
Neighborhood	19.9	21.3	25.5	2
Consumer	20.6	22.7	28.4	3
Housing	27.7	31.9	39.0	4
Employment	29.1	31.9	43.3	5
Education & schooling	31.2	36.2	44.7	5
Health	38.3	40.4	48.9	5
Housekeeping & household maintenance	16.3	17.0	19.1	2
Transportation	22.7	24.8	29.1	3
Recreation & culture	24.1	27.7	31.2	3
Financial matters & assistance	20.6	22.0	28.4	3
Public assistance & social security	31.2	33.3	38.3	4
Discrimination & race relations	20.6	22.0	27.0	3
Child care, family & personal	33.3	38.3	46.8	5
Legal	23.4	26.2	34.8	4
Family planning & birth control	20.6	23.4	26.2	2
Crime & safety	17.0	19.1	22.0	2
Immigration, migration & mobility	17.7	19.9	22.0	2
Veterans & military	17.0	19.1	23.4	2
Public affairs	23.4	25.5	31.9	3
Other (general topic focus)	0.0	0.0	0.7	1
Other (specific topic not above)	1.4	1.4	2.1	2
TOTAL[b]	51.1	58.2	75.2	90

[a] These ns represent the number of respondents in the agency sub-sampl
provided service in each of the topic areas. There were 141 agency
data on either the client age or the topic focus variables. The tab
dicating the per cent of all institutions providing service in a giv
age group. Since a given agency could provide service to more than
mutually exclusive and can add to more than 100%.

Table 4-20

ups served within different topic foci by the employing institutions of the
s.

	Per cent of employing institutions serving each age group...							
	Up to 5	6-12	13-18	19-30	31-59	60-65	66+	n[a]
	19.9	21.3	25.5	27.0	27.0	27.7	27.7	42
	20.6	22.7	28.4	30.5	29.8	31.2	29.8	47
	27.7	31.9	39.0	44.7	44.7	44.0	41.1	69
	29.1	31.9	43.3	52.5	50.4	47.5	39.7	79
	31.2	36.2	44.7	51.1	49.6	44.7	39.7	80
	38.3	40.4	48.9	59.6	57.4	53.2	49.6	93
ntenance	16.3	17.0	19.1	20.6	20.6	22.7	22.0	35
	22.7	24.8	29.1	33.3	33.3	33.3	32.6	54
	24.1	27.7	31.2	34.0	34.0	34.0	33.3	57
ce	20.6	22.0	28.4	37.6	36.9	36.2	34.0	58
ecurity	31.2	33.3	38.3	45.4	44.7	41.1	38.3	73
ons	20.6	22.0	27.0	33.3	33.3	33.3	26.2	49
l	33.3	38.3	46.8	53.9	52.5	45.4	40.4	82
	23.4	26.2	34.8	40.4	40.4	39.0	36.2	65
rol	20.6	23.4	26.2	27.7	27.7	22.7	20.6	42
	17.0	19.1	22.0	24.1	24.1	24.8	23.4	39
ility	17.7	19.9	22.0	25.5	25.5	24.1	21.3	36
	17.0	19.1	23.4	26.2	26.2	26.2	26.2	39
	23.4	25.5	31.9	36.2	36.2	35.5	32.6	54
	0.0	0.0	0.7	1.4	1.4	1.4	0.7	2
ove)	1.4	1.4	2.1	2.1	2.1	2.1	2.1	3
	51.1	58.2	75.2	90.1	85.8	79.4	72.3	141

er of respondents in the agency sub-samples who indicated that their institutions
the topic areas. There were 141 agency respondents in all. There were no missing
ge or the topic focus variables. The table reads horizontally with a given row in-
l institutions providing service in a given topic area who provide service to each
gency could provide service to more than one age group, the percentages are not
add to more than 100%.

(continued)

Table 4-20 (contin

---

[b] These figures are the per cent of all agency respondents who ind
service to the different age groups regardless of topic focus.

Table 4-20 (continued)

---

er cent of all agency respondents who indicated that their institutions provide
t age groups regardless of topic focus.

Table 4-21

Comparison of specialized service to minority groups within different s
institutions of the agency sub-sample respondents.

SERVICE TYPES	Per cent of employing institutions offer				
	Black	Chicano	Chinese	Fili-pino	Jap nes
Information and/or referral	13.5	10.6	11.3	11.3	11
Resource or service delivery	9.9	7.1	7.8	7.8	7.
Crisis center	5.7	3.5	5.0	5.7	5.
Counseling	8.5	6.4	7.1	7.1	7.
Library	5.7	3.5	4.3	4.3	3.
Mass media	6.4	5.0	6.4	6.4	6.
Public information	11.3	9.2	10.6	10.6	10.
TOTAL[b]	14.2	10.6	11.3	11.3	11.

[a] These ns represent the number of respondents in the agency sub-sample w
provided each type of service. There were 141 agency respondents in al
the service type or the minority specialty variables. The table reads
the per cent of all institutions providing a given type of service who
the different minority groups. Since a given agency could specialize i
the percentages are not mutually exclusive and can add to more than 100

[b] These figures are the per cent of all agency respondents who indicated
specialized service to the different minority groups regardless of serv

Table 4-21

service to minority groups within different service types by the employing
sub-sample respondents.

	Per cent of employing institutions offering specialized service...								
	Black	Chicano	Chinese	Fili-pino	Japa-nese	Korean	Native American	Other^{c}	n^{a}
l	13.5	10.6	11.3	11.3	11.3	9.9	12.8	5.0	136
ry	9.9	7.1	7.8	7.8	7.8	7.1	9.2	2.8	85
	5.7	3.5	5.0	5.7	5.7	4.3	5.0	2.1	69
	8.5	6.4	7.1	7.1	7.1	5.7	8.5	2.8	82
	5.7	3.5	4.3	4.3	3.5	2.8	4.3	2.8	48
	6.4	5.0	6.4	6.4	6.4	5.0	6.4	1.4	71
	11.3	9.2	10.6	10.6	10.6	9.2	10.6	3.5	89
	14.2	10.6	11.3	11.3	11.3	9.9	12.8	5.0	141

mber of respondents in the agency sub-sample who indicated that their institutions
vice. There were 141 agency respondents in all. There were no missing data on either
inority specialty variables. The table reads horizontally with a given row indicating
tutions providing a given type of service who specialize in providing that service for
oups. Since a given agency could specialize in serving more than one minority group,
tually exclusive and can add to more than 100%.

cent of all agency respondents who indicated that their institutions provide
different minority groups regardless of service types.

(continued)

---

[c] In addition to checking minority groups on a close-ended list, respon
indicate other, not listed minority groups for which their institutio

minority groups on a close-ended list, respondents were given an opportunity to ted minority groups for which their institution offered speicalized service.

Table 4-22

Comparison of specialized service to minority groups within different topic fo
of the agency sub-sample respondents.

TOPIC FOCI	Per cent of employing institutions offeri				
	Black	Chicano	Chinese	Filipino	Jap nes
Neighborhood	5.7	4.3	4.3	4.3	4.
Consumer	5.0	3.5	3.5	3.5	3.
Housing	8.5	6.4	7.1	6.4	7.
Employment	11.3	8.5	9.2	9.9	9.
Education & schooling	9.9	6.4	6.4	7.1	6.
Health	10.6	8.5	9.2	9.2	9.
Housekeeping & household maintenance	2.8	1.4	1.4	2.1	2.
Transportation	5.7	4.3	5.0	5.0	5.
Recreation & culture	7.1	3.5	5.0	5.7	5.
Financial matters & assistance	8.5	7.1	5.7	5.7	6.
Public assistance & social security	7.1	5.0	5.7	5.7	5.
Discrimination & race relations	7.1	5.7	7.1	7.1	6.
Child care, family & personal	7.8	5.0	5.0	5.0	5.
Legal	9.2	7.1	7.1	7.8	7.
Family planning & birth control	5.0	3.5	4.3	4.3	4.
Crime & safety	5.7	4.3	4.3	4.3	4.
Immigration, migration & mobility	5.0	3.5	5.0	5.0	4.
Veterans & military	4.3	3.5	2.8	2.8	2.8
Public affairs	5.7	4.3	5.7	5.7	5.0
Other (general topic focus)	0.0	0.0	0.0	0.0	0.0
Other (specific topic not above)	0.0	0.0	0.0	0.0	0.0
TOTAL[b]	14.2	10.6	11.3	11.3	11.3

[a] These ns represent the number of respondent in the agency sub-sample who indic
vided each type of service. There were 141 agency respondents in all. There
topic focus or minority speciality variables. The table reads horizontally wi
percent of all institutions providing service in a given topic area who specia
the different minority groups. Since a given agency could specialize in servi
the percentages are not mutually exclusive and can add to more than 100%.

Table 4-22

ed service to minority groups within different topic foci by the employing institutions
e respondents.

	Per cent of employing institutions offering specialized service...								
	Black	Chicano	Chinese	Filipino	Japanese	Korean	Native American	Other[c]	n[a]
	5.7	4.3	4.3	4.3	4.3	3.5	5.0	2.1	42
	5.0	3.5	3.5	3.5	3.5	3.5	5.0	3.5	47
	8.5	6.4	7.1	6.4	7.1	5.7	8.5	2.8	69
	11.3	8.5	9.2	9.9	9.2	7.8	10.6	4.3	79
	9.9	6.4	6.4	7.1	6.4	5.7	8.5	4.3	80
	10.6	8.5	9.2	9.2	9.2	7.8	10.6	4.3	93
d maintenance	2.8	1.4	1.4	2.1	2.1	1.4	2.1	1.4	35
	5.7	4.3	5.0	5.0	5.7	5.0	5.7	2.8	56
	7.1	3.5	5.0	5.7	5.0	3.5	5.7	2.8	57
istance	8.5	7.1	5.7	5.7	6.4	5.7	8.5	4.3	58
ial security	7.1	5.0	5.7	5.7	5.7	5.0	7.1	2.1	73
elations	7.1	5.7	7.1	7.1	6.4	5.7	7.8	2.8	49
rsonal	7.8	5.0	5.0	5.0	5.0	5.0	6.4	2.8	82
	9.2	7.1	7.1	7.8	7.1	6.4	8.5	4.3	65
control	5.0	3.5	4.3	4.3	4.3	4.3	5.0	2.1	42
	5.7	4.3	4.3	4.3	4.3	4.3	5.7	3.5	39
& mobility	5.0	3.5	5.0	5.0	4.3	4.3	5.0	3.5	36
	4.3	3.5	2.8	2.8	2.8	2.8	5.0	2.1	39
	5.7	4.3	5.7	5.7	5.0	4.3	5.7	2.1	54
cus)	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2
ot above)	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	3
	14.2	10.6	11.3	11.3	11.3	9.9	12.8	7.0	

number of respondent in the agency sub-sample who indicated that their institutions pro-
vice. There were 141 agency respondents in all. There were no missing data on either the
speciality variables. The table reads horizontally with a given row indicating the
tions providing service in a given topic area who specialize in providing that service for
groups. Since a given agency could specialize in serving more than one minority group,
mutually exclusive and can add to more than 100%.

(continued)

---

[b] These figures are the per cent of all agency respondents who indicated that th
specialized service to the different minority groups regardless of topic focus.

[c] In addition to checking minority groups on a close-ended list, respondents wer
indicate other, not listed minority groups for which their institution offered

Table 4-22 (continued)

---

er cent of all agency respondents who indicated that their institutions provide the different minority groups regardless of topic focus.

minority groups on a close-ended list, respondents were given an opportunity to ted minority groups for which their institution offered specialized service.

CHAPTER V

DEFINITIONS, CODING, AND ANALYSIS

The purpose of this chapter is to detail the procedures by which the questionnaires were coded and the resulting numerical data analyzed to produce the tables in this report. The chapter will begin with an explanation of the "checklist" attributes, as they are the basis for three of the sections of the questionnaire. The chapter will then cover the coding and analysis procedures: coding, keypunching, data cleaning, and data analysis.

The "checklist" attributes

Chapter III contains an explanation of the use of the "checklist" as a source tool for the first three sections of the questionnaire. (See the questionnaire in Appendix A and the "checklist" in Appendix B.)

There are 115 attributes in all on the "checklist." They represent dimensions of 23 different classes of variables that were developed from the findings of Phase I. Table 5-1, presented at the end of this chapter, lists definitions of the variables as used in Phase I, definitions as used in Phase II, and recodings that were necessary in order to be able to compare Phase I data with the findings from citizens in Phase I.

This organization of the attributes into variable classes helps in coping with the large number of attributes. The definitions in Table 5-1 are also helpful in explaining the conceptual rationale behind the attributes. But even so, the list is long and some further explanation seems necessary. For this reason, the narrative description that follows is presented to provide a cohesive perspective of the attributes from the viewpoint of the client-in-a-situation. It is not the only possible way of organizing attributes about clients-in-situations. It is, however, the way that will be used in this report to provide cohesion across chapters as well as a framework within which to interpret findings.

Picture an individual -- a prospective client -- moving through his own time-space, his own life. As he moves through time and space he has purposes. Sometimes he finds his purposes blocked or not readily apparent. For whatever reason, he finds that he cannot move ahead in a straight, unharried line.

> CLIENT MOVEMENT STATE (attributes 33-37)
> He may feel he has to make a decision, get around an obstacle, cope with a worry, live with a problematic situation, get informed.

No matter what the individual is trying to do, he must do it in the context of the situation he is in.

SOCIAL EMBEDDEDNESS (attributes 38-40)

He may find himself in a situation where he sees himself as alone. Or, there may be one or more individuals or groups involved in his situaiton.

SITUATION EMBEDDEDNESS (attributes 41-42)

He may find himself in a situation which he sees as being tied in with a lot of other situations, past and possibly future. Or, he may find himself in an isolated situation which just cropped up and has no possible future consequences.

PERCEPTUAL EMBEDDEDNESS (attributes 43-44)

He may find himself in a situation which he finds easy to get at the heart of or one that is hard to get at the heart of.

At a given point in time in the situation, the individual will have his own unique way of looking at the situation. Of all the possible things about the situation he could theoretically pay attention to, he will attend to those aspects that are meaningful to him and his definition of the situation.

PREFERRED PERSPECTIVE (attributes 45-47)

He will have his own preferred way of looking at the situation. He may want to stand back from it to get perspective. Or, he may want to get up close and pay attention to details. Or, he may find a need to do both.

ORIENTATIONAL STATE (attributes 48-52)

He may pay attention to himself primarily--his external self or his internal self. Or, he may pay attention primarily to the external or internal states of one or more others. Or, he may pay attention primarily to non-human objects or conditions. Or, he might pay attention to any combination of these.

As he moves through the situation, he will use one or more strategies that make sense to him for facing the situation. He will implement these strategies with one or more situation-facing tactics.

SITUATION-FACING TACTICS (attributes 53-62)

He may face the situation by directing and pointing (doing things), by connecting to others (making contact with people), stopping (procrastinating, retreating), agreeing or continuing (going in an already established direction), or repeating (doing something over again in the same way it was done before). Or, he may move through his situation by responding to the demands of others or events. Thus, he may be directed, be connected with, be stopped, be agreed with, or be made to repeat. He will use these tactics in combinations, as he moves through the situation.

SITUATION-FACING STRATEGIES (attributes 63-67)

He may use an interpersonal strategy (talking to others), a decisioning strategy (comparing two or more alternatives), a cognitive strategy (trying to understand something or inform himself), a getting-someone-to-help strategy (asking someone for help, seeking a professional), or an emotional strategy (getting angry). Or, he may use some combination of these.

The very fact that he is in a troublesome situation, that he couldn't continue to move unharried and unstopped through time and space probably means that he has a need to inform himself. This does not mean that he will necessarily seek objective information. It does mean that he has one or more questions, and the answers to these questions are what will help him make personal sense that he can apply in his unique situation.

AMOUNT OF INFORMATION SEEKING (attributes 68-70)

He may do no explicit information seeking at all. Or, he may seek one piece of information or two or more.

INFORMATION TYPES (attributes 73-75)

He may seek INFORMATION$_1$ (objective information); INFORMATION$_2$ (personal sense); INFORMATION$_3$ (information on the procedures for finding either INFORMATION$_1$ or INFORMATION$_2$ or for getting from INFORMATION$_1$ to INFORMATION$_2$ or vice versa).

INFORMATION QUESTIONS (attributes 76-81)

When he has questions to which he needs answers so he can make sense, the kinds of questions will vary depending on his situation. He may want to assess the situation or system he is in, to learn options or alternatives, to locate himself or others in time and space, to learn reasons and causes, to learn the ideas of others, or to learn procedures.

EASE OF INFORMATION FINDING (attributes 82-84)

He may find information easy to find, hard, or impossible.

When the individual finds something he calls information, he will assess it in terms that make sense to him. The utilities he finds in information are as unique to him as his definition of the situation.

HELPING INFORMATION UTILITIES (attributes 85-89)

He may evaluate information in terms of whether it helps him make progress, plan, get clarification, get social support, or get self-control.

NON-HELPING INFORMATION UTILITIES (attributes 90-94)

When he finds that information doesn't help, he will make that judgement personally. He may feel it didn't help him make progress, plan, get clarification, get social support, or get self control. The same piece of information may be evaluated differently depending on whether it helped or didn't help.

How the individual sees the situation will change as he moves through time and space. At any point in time, any of the perceptions tapped by the attributes above can change. In fact, the perception of the very resolution state of the situation may change.

RESOLUTION STATE (attributes 21-23)
He may see the situation as resolved, partially resolved, or unresolved.

When the individual sees a situation as unresolved in some degree, he will also be looking at what he considers to be barriers to resolution. Even these perceptions will change as he moves through the situation.

BARRIERS TO RESOLUTION (attributes 103-115)
He may see the situation as unresolvable or he may see the resolution as delayed. He may see the situation as out of his control, too complex, recurring, or a societal issue. He may see an institution or an individual standing in the way. Or, he may see his own emotions, lack of information, lack of resources, or lack of understanding of others as barriers. He may see his resolution blocked by one or more of these barriers.

As the individual moves through his situation, he will inform himself when and where he can, often in unlikely places and ways. He may or may not expect that there are useful sources of information that he can go to. And, he may or may not decide to contact these sources.

USE OF INSTITUTIONAL SOURCES (attributes 71-72)
He may contact no institutional sources or one or more institutional sources.

LIBRARY INFORMATION EXPECTATION (attributes 99-102)
He may think it is not likely at all that a library would have helpful information. He may think it somewhat unlikely, somewhat likely, or very likely.

If he makes contact with an information practitioner of some kind, he will bring to that interaction all his perceptions of his situation as tapped above. He will describe his situation to the practitioner. He will make one or more requests. His articulations may be explicit or inexplicit. His description may or may not stay the same as he continues to talk and in the process of talking continues to inform himself.

NATURE OF CLIENT REQUEST (attributes 24-26)
The individual may want the practitioner to listen to a complaint, fill an information request, or fill a resource/service request. Or, he may want the practitioner to do some combination of these.

EXPLICITNESS OF REQUEST (attributes 27-29)
The individual may be explicit when he makes his request, only somewhat explicit, or not explicit at all.

STABILITY OF REQUEST (attributes 30-32)
As the individual talks, his description of what he wants may change completely. Or, it may remain somewhat stable, changing only partially. Or, it may remain the same over time.

When the individual contacts the practitioner he will have an idea of what he thinks the practitioner ought to know about him or his situation if the practitioner is to be really helpful.

EXPERT QUESTIONS (attributes 95-98)
The individual may feel that the practitioner should know the nature of his unique situation, his characteristics, the restraints on him, or what he has done so far. He may want the practitioner to know any possible combination of these things.

As the individual moves through his situation, he does not think of it in terms of topical labels, like "housing" or "employment." When, however, he attempts to contact an institution or seek information through an institution, he may find the institution demanding a label.

TOPIC FOCUS (attributes 1-19)
The individual's situation may be categorizeable into one or more topic areas: neighborhood; consumer; housing; employment; education & schooling; health; housekeeping & household maintenance; transportation; recreation & culture; financial matters & assistance; public assistance & social security; discrimination & race relations; child care, family & personal; legal; family planning & birth control; crime & safety; immigration, migration & mobility; veterans & military; public affairs.

Coding

Coding of the questionnaires was completed in a 2-month period in the summer of 1976. Coding was relatively straightforward, as the entire questionnaire was closed-end. For specific coding instruction, see the Codebook in Appendix E. A few coding operations need special comment. These will be discussed below by questionnaire sections. (See Appendix A.)

Section I. This section required respondents to estimate the percentage of clients they had seen personally in the last 6 months that would be described by each of the 115 attributes on the "checklist." In coding these responses, any response of 95% or more was coded as 95%. In addition, "don't know" responses received a unique code and all other responses were rounded to the nearest 5%.

Section II. This section of the questionnaire required respondents to select those attributes from the "checklist" that they would emphasize if they were designing a system to help people where they felt people most needed help. After a set of attributes was selected, respondents were asked to rank those attributes to indicate which attribute they would emphasize most, which next most, and so on. Coders were given procedures for coding tied ranks. (For these, see Appendix E.) In actuality, the analyses done for this report did not use the rank data. Instead, the analyses are based on figures indicating the percentage of respondents who cited a given attribute regardless of rank. The reasons for this conversion are several. One, it allowed for a direct comparison between the data elicited from Section II of the questionnaire and the data elicited from Section I. This comparison was executed through the calculation of citizen discrepancy scores which are explained in a later portion of this chapter. The second reason for the conversion from ranks to percentages was that the ranks themselves were based on low respondent ns. Given that there were 115 attributes to chose from and given that the average respondent selected 13 attributes (see Chapter VII for this data presentation), the magnitude of response on any given attribute was necessarily small. In addition, the respondent ns varied across attribute ranks. Thus, a given attribute's rank could be based on one respondent or 20 and the figure itself would be the same.

Section III. This section of the questionnaire asked respondents to again select and rank the set of attributes. For this section, the criterion of selection was those attributes for which they had enough experience and ability to train another practitioner. The coding procedure for Section III was similar to that of Section II. The analysis was also based on percentage figures rather than rank figures.

Section IV. In this section, the practitioners were asked to indicate for a set of communication accidents how often each accident had happened to them over the past 6 months. The frequency of accident occurrence was indicated on a response scale of 5 for "very often" to 1 for "never." Coding involved simply the recording, on the data form, of the response number given for each accident.

Section V. This section consisted to a "citizen's handbook," a 12-page text that gave the reader, a hypothetical member of the public that practitioners serve, directions on how the citizen might cope with his situation, think about his situation, and seek help for his situation. Practitioner respondents were asked to read through the "citizen's handbook" and to indicate reactions they had to it. Reactions were indicated by marking the "handbook" itself at the point the reaction took place with a slash (/) and a symbol to designate the nature of the reaction. Five pre-set kinds of reactions were allowed: /A = you agree with that; /D = you disagree with that; /? = you are confused about that or don't understand that; /R = you re-read that; and /T = you stopped to think about that. Coding of this section was more complicated since the respondents could mark a reaction at any point in the text. For purposes of analysis, a record was kept of reactions to each sentence in the "handbook." There were 222 separate sentences. For each, a record was made of the identification number of the sentence at which the reaction was marked, whether the reaction mark was internal (i.e. within the sentence) or external (i.e. at the end of the sentence), and the nature of the reaction.

To facilitate coding, transparent overlays were prepared for each page of the "handbook." The overlays had numbers on them that would locate and identify each of the sentences. With the aid of the overlays, coders could immediately determine the information that had to be recorded on the data form. The Codebook in Appendix E includes the instructions for coding this section.

The coding scheme allowed one internal and one external response to each sentence for each respondent. However, respondents were free to make as many responses at any given point as they wished. When more than one internal or external response appeared for a given sentence, the coder was instructed to take the first response given, to delete the excess responses, and to keep a record of the number of responses deleted. Table 5-2 (at the end of this chapter) presents a record for the number of excess responses deleted in the coding operation. Overall, for the total practitioner sample, only 2.1 responses, either internal or external, were deleted from the average questionnaire.

Section VI. This section of the questionnaire was a series of closed-end items that tapped characteristics of the practitioner and the practitioner's agency. Chapter IV discussed the variables measured in this questionnaire section and presented the responses received. This chapter will focus on the analysis of Sections I - V.

Keypunching and data cleaning

Coding was done on especially designed data forms that could be used directly for keypunching. The coding yielded data sufficient to fill twenty 80-column IBM cards for each respondent. The data were then keypunched and verified for keypunching accuracy. Prior to analysis, the data were also cleaned. In this process, all illegal values (i.e. code values that were not correct for a given coding scheme) were checked back to the original questionnaire and corrected.

Data analysis

Keypunched data were recorded on magnetic tape. Analysis was performed through the use of a set of data handling and statistical programs that would accomodate the data.[1] Analysis procedures were organized around the planned form of presentation. Output was routinely checked to the cleaned and verified standard of one-way distributions on all variables. Data analysis procedures were completed during the fall of 1976.

---

[1] See Norman H. Nie, et al., Statistical Package for the Social Sciences. New York: McGraw Hill, 1975.

Analyses performed

The purpose of Phase II was to describe how practitioners saw their clients, how they saw themselves as they interacted with clients, and how their perceptions of clients matched the clients' self-protraits of their own situations. As in Phase I, the intent was to explore new aspects of the practitioner-client interaction. To this end, unusual methodologies were used to elicit these perceptions.

The data analyses used, therefore, are intended to represent the data as fully and as meaningfully as possible. To provide full representation, one-way distributions of the raw scores are presented. To make the data more meaningful, however, indices have been constructed from these data to allow fairer comparison across the practitioner samples and with the citizen sample. In addition, factor analysis was used to analyze patterns of response to the set of communication accidents in Section IV. Each of these analysis approaches and their application will be discussed in more detail below.

One-way distributions. For each of the five main sections of the questionnaire, master tables report the raw percentages of frequency of response (Tables 6-4, 7-2, 8-1, 9-1, and 10-1). These tables provide a description of the actual or "raw" responses received. However, except for Section V, the "citizen's handbook," straight one-way distributions do not provide answers to the basic questions addressed in this study, specifically the questions of how practitioner perceptions compare across samples and with citizen reports.

Indices used for special purposes. In Section I of the questionnaire, respondents were asked to estimate the percentage of their clients that would be described by each of a set of 115 attributes of clients-in situations. The purpose of this section was to elicit data that could be compared with citizen reports of their own situations and to compare estimates across the practitioner samples. Mean percentage estimates were calculated for each attribute for the library sub-sample, the agency sub-sample, and the total practitoner sample.

However, a number of difficulties prevented direct comparison of the mean percentage estimates in their raw form. The basic problem was that the attribute sections could have widely different baseline percentages, both across attribute sections and across the citizen and the practitioner samples.

The first problem concerns the differences in baseline percentages for the 23 attribute sections. Some of the attribute sections sum conceptually to 100% while others do not. For example, percentages for the three attributes in the attribute section "resolution state of situations" -- 21) "unresolved," 22) "partially resolved," and 23) "completely resolved" -- do sum conceptually to 100%. However, percentages for the three attributes in the attribute section "what are clients asking you to do" -- 24) "listen to a complaint," 25) "fill an information request," and 26) "fill a resource/service request" -- do not sum conceptually to 100% as a client may be asking a practitioner to do none, one, or any combination of more than one of these things.[2] Therefore, direct comparison of the magnitude of the percentages for attributes from these two sections would be misleading.

The second problem concerns the differences in freedom to respond between the citizen and the practitioner samples. Citizen respondents were constrained in their responses either by the nature of the questionnaire or by the procedure used in coding. In the Phase I questionnaire, closed-end items sometimes imposed a limit on respondents, such as for "resolution state of situations" where citizen responses summed to 100%. In the coding, coders were limited in the number of attributes they could apply to citizen responses. For example, in coding the open-ended responses to a question on the major reasons for a situation still not being resolved (e.g. attributes 103-115, "barriers to resolution"), coders were limited to assigning three reasons even though the response may have justified more.

However, practitioner respondents could indicate freely for any given attribute, from 0% to 100%. Thus, practitioner responses to the three "resolution state of situations" attributes could potentially sum to 300% or to the "what barriers do clients see to resolution" to 1,300%. With the possibility of such widely discrepant sums of percentages for an attribute section between the citizen and the practitioner samples, direct comparison of the raw percentages could not be defended.

Two indexes were developed to allow the obtained percentages to be used to address the questions of this study, citizen discrepancy scores and attribute emphasis scores.

Citizen discrepancy scores. An index was needed to allow the comparison of the percentages estimated by practitioners with the standard of the percentage found for citizen respondents. The basic notion here is co-orientational: To what degree do practitioners see citizens as citizens see themselves? In addition, the index should allow comparison across the practitioner samples: To what degree do different practitioners, library and agency, differ in the accuracy with which they describe clients? The citizen discrepancy score allows such comparisons. The scores were produced as follows:

---

[2] See Appendix B for a copy of the "checklist" of client-in-situation attributes.

First, within an attribute section, the percentages for the citizen and the practitioner samples were adjusted to a baseline of 100%. Such an adjustment provides the best estimate of how each sample would respond when similarly constrained. This adjustment was done within a sample by dividing each of the percentages for attributes in a section by the percentage sum for that section. Thus, from Table 6-4 (see Chapter VI), for the attribute section "resolution state of situations" the percentages from the citizen sample are already based on 100%, but the percentage sums for the library sub-sample, the agency sub-sample, and the total practitioner sample are 91.6%, 102.1%, and 97.3%, respectively. For the library sub-sample, the percentage sum of 91.6% was divided into 23.9% for "unresolved" to produce an adjusted percentage of 26.1%; into 36.0% for "partially resolved" to produce 39.3%; and into 31.7% for "completely resolved" to produce 34.6%. These three adjusted percentages of 26.1%, 39.3%, and 34.6% then sum to 100%. Through this procedure, each of the percentages in each attribute section and for each sample were adjusted to a baseline of 100%.

The second step produced a measure of comparison between the citizen and the practitioner samples. In this procudure, the citizen adjusted percentage was used as a standard and was subtracted from the adjusted percentage for a sample. Thus, for the library sub-sample, the citizen standard of 59.0% for "unresolved" was subtracted from 26.1% to produce -32.9; of 20.3% for "partially resolved" was subtracted from 39.3% to produce +19.0 ; and of 20.7% for "completely resolved" was subtracted from 34.6% to produce +13.9. The three scores produced, -32.9, +19.0, and +13.9, are the citizen discrepancy scores for the attribute section "resolution state of situations" for the library sub-sample. The plus (+) sign indicates that the library sub-sample overestimated that attribute; the minus (-) sign indicates underestimation. The citizen discrepancy scores for all attributes for the practitioner samples are reported in Table 6-5.[3]

---

[3] It should be noted that, although the citizen discrepancy scores provide a useful index for the purposes of this study, some measurement problems remain. The chief problem is that the attribute sections have varying numbers of attributes. Attributes in sections with fewer attributes are likely to have larger discrepancies than attributes in sections with more attributes. The problem is not serious in this application for several reasons. Only 3 of the 23 attribute sections contain over six attributes. Further, the purpose of examining citizen discrepancy scores is not to focus on single scores but on patterns of discrepancies and to compare citizen discrepancy scores across the practitioner samples. Producing an index that would have corrected for the number of attributes in an attribute section would have resulted in more derivative and more difficult to interpret scores and would not have produced sufficient benefits.

For simplicity in presentation, the explanation above has focused on Section I, "collective client" estimates, of the questionnaire. However, citizen discrepancy scores were also used to present percentage comparisons for Section II, "system design," and Section III, "training strengths." For "system design," the questions were: To what degree did the percentage of practitioners citing a given attribute in their "system design" differ from the percentage of citizen situations described by that attribute? How did different practitioners, library and agency, differ in how their priorities matched with citizen situations? For "training strengths," the questions were: To what degree did the percentage of practitioners citing a given attribute as a "training strength" differ from the percentage of citizen situations described by that attribute? How did different practitioners, library and agency, differ in how their strengths matched with citizen situations? (See Chapter III for an explanation of these sections of the questionnaire.)

For both the "system design" and the "training strengths" sections of the questionnaire, the same procedure described above was used to produce citizen discrepancy scores. The results for "system design" are presented in Chapter VII, for "training strengths" in Chapter VIII.

Attribute emphasis scores. A second index was developed to further amplify the interpretation of citizen discrepancy scores. The attribute emphasis score speaks to the profile notion of how much emphasis did a given practitioner sample place on an individual attribute? Did they emphasize that attribute more or less than they emphasized the average attribute? This index was used for data from the "collective client," the "system design," and the "training strengths" sections of the questionnaire.

In order to answer the question, Which attributes did a given practitioner sample emphasize more or less than the average?, many of the same problems cited for citizen discrepancy scores had to be overcome. The underlying issue is how free respondents were to respond. In the practitioner samples, the respondents were entirely free in assigning percentages to an attribute for Section I or in selecting an attribute for Section II or III. The citizen respondents, however, were constrained in the assignment attributes to their situations either by the questionnaire or by the content analysis procedures. For the practitioner samples, therefore, it is meaningful to compare the differences with which they emphasized an attribute, but it is impossible to compare the extent to which practitioners emphasized a given attribute with the extent to which it was emphasized in the citizen study. The attribute emphasis scores, therefore, were produced for the practitioner samples only.

Even within the practitioner samples, however, there remained the problem that attribute sections were of varying lengths. Since the purpose of the attribute emphasis scores was to look at how practitioners emphasized attributes both within and across attribute sections, it was necessary to develop a means of controlling for attribute section length. This was accomplished by letting each sample become its own standard.

The procedure for computation of the attribute emphasis scores required first the calculation of an overall percentage sum for the library sub-sample, the agency sub-sample, and the total practitioner sample. For example, the overall percentage sum for the "collective client" estimates by the library sub-sample was 2,910.9%. (See Table 6-4 in Chapter VI.) The next step was to produce a mean citation percentage across all attributes by dividing the overall percentage sum by 115 (the number of attributes). For the library sub-sample" 2,910.9% ÷ 115 = 25.3%. The figure, 25.3%, the mean citation percentage, became the standard to which the percentage for each attribute within the sample could be compared. The mean citation percentage could be interpreted as the average level of citation across all attributes. The attribute emphasis score, then, became a measure of how much more or less a given attribute was emphasized than the average attribute. The attribute emphasis score was produced by subtracting the mean citation percentage from the raw percentage for each attribute. Thus, to obtain the attribute emphasis scores for attributes in the attribute section "resolution state of situations" for the library sub-sample on "collective client" estimates, the mean citation percentage of 25.3% was subtracted from the raw percentage of 23.9% to produce an attribute emphasis score of -1.4. For "partially resolved," the mean citation percentage of 25.3% was subtracted from the raw percentage of 36.0% to produce an attribute emphasis score of +10.7, and for "completely resolved," the mean citation percentage of 25.3% was subtracted from the raw percentage of 31.7% to produce an attribute emphasis score of +6.4. (See Tables 6-4 and 6-8.) The plus (+) sign indicates that that attribute was emphasized more than the average attribute; the minus (-) sign indicates that that attribute was emphasized less than the average attribute.

For the purposes of this report, attribute emphasis scores were used to amplify and to place in context the citizen discrepancy scores. Essentially, the question was: Did practitioners emphasize most those attributes on which they were most discrepant? For this purpose, graphs were prepared that display the relationship between the 20 attributes with the highest citizen discrepancy scores and the 20 attributes with the highest attribute emphasis scores for the library sub-sample, the agency sub-sample, and the total practitioner sample.

Factor analysis. Section IV of the questionnaire included a list of 56 communication accidents which elicited scaled responses, with values from 1 to 5, from the practitioners. The purpose of the section was to begin to explore practitioner use of communication behaviors as tools for implementing the client-in-situation approach. The accident list yielded data that was amenable to an exploratory search for underlying patterns. The question in such a search would be whether certain kinds of accidents grouped together as occurring more frequently for given practitioners. Since the data was amenable to this type of analysis, it was felt that it was fitting to complete an exploratory factor analysis.

Factor analysis can identify those accidents which had comparable patterns of response, measure the strength of those patterns, and disclose the number of distinct patterns contained in the responses to the set of accidents.

The first step in the process was to calculate correlations for each pair of communication accidents. Among the 56 accidents, there were 1,540 possible unique, non-tautological correlations. The next step was the extraction of initial factors. For this analysis, no assumptions were made about the underlying structure of the variables; the principal components extracted were exact mathematical transformations of the original variables.

The final step was the rotation to the terminal factors. The analysis procedure stipulated orthogonal factors, that is, factors that were uncorrelated with each other, so that each factor represented a part of the variance not represented by previous factors. The first factor extracted by this procedure is the strongest factor allowed by the data; i.e. explains as much of the variance as possible with the condition that the new factor should be uncorrelated with the first. Factors then continue to be extracted in the same manner until the criterion for stopping is reached.

The form of rotation used was quartimax, a rotation to a terminal solution that seeks to relate a given variable (i.e. the responses to a given accident) as strongly as possible to a single factor. The quartimax rotation, thus, can simplify the interpretation of the solution found. The meaning of the factors is interpreted by those variable relating most strongly to each factor. Since this analysis was for the purpose of exploring the patterns to be found in the data, six different factor solutions were attempted, each stipulating a different criterion for the maximum number of terminal factors to be extracted: 2, 3, 5, 8, 9, and mineigen. The mineigen criterion will stop the extraction of factors when the amount of variance accounted for by a factor is no more than the amount of variance accounted for by one of the individual variables. In this case, no further factors were extracted when the next factor to be extracted accounted for no more than 1/56th of the total variance.

The absence of statistical tests

The reader will note that this report lists no statistical tests. This was intentional. The purpose of the Phase II practitioner study, as with the Phase I citizen study, is to open up possibilities and to explore. Conclusions will rest on broad trends in the data and possible implications, particularly for practitioner training. Statistical tests used for hypothesis testing place more emphasis on given findings than it was felt was warranted in this type of project.

Table 5-1

A guide to the "checklist"[a] variables in Chapters VI, VII, and VIII.

"CHECKLIST" VARIABLE	DESCRIPTION
TOPIC FOCUS (Topic focus of situations)	Phase I definition This variable tapped the topical content or area of focus of the brief articulations of situations. The variable was applied to a maximum of two brief articulation depths. For a given respondent, therefore, a maximum of 10 topic focus identifications was possible, 5 brief articulations with 2 depths each.
	Phase II definition Practitioners were asked to consider how each "topic focus" attribute applied to their client situations from the past 6 months.
	Recoding of citizen data for Phase II comparison Data was recoded so that the citizen respondent became the unit of analysis to indicate the number of citizens who had one or more situations in each topic category.
RESOLUTION STATE (Resolution state of situations)	Phase I definition This variable tapped the respondent's perceptions of the resolution state of his focal situation after the situation had been described in the interview. Each focal situation was coded as "unresolved," or "almost resolved," or "resolved."
	Phase II definition Practitioners were asked to consider how each "resolution state" attribute applied to their client situations from the past 6 months.
	Recoding of citizen data for Phase II comparison None required.
NATURE OF CLIENT REQUEST (What are clients asking you to do)	Phase I definition This variable tapped aspects of respondent articulation. The focus was on whether the respondent stated his situation in such a way that he was interpreted as: a) complaining--crying out against or lamenting someone or something; b) requesting information--indicating

(continued)

Table 5-1 (continued)

"CHECKLIST" VARIABLE	DESCRIPTION
	a need for information; c) requesting a resource or service--indicating the need for the delivery of a resource or service (other than information). The variable was seen as focusing primarily on the implications for movement on the part of the information practitioner as expressed by the client. The typology was coded as a series of three independent dichotomous judgements. Phase II definition Practitioners were asked to consider how each "nature of client request" attribute applied to their client articulations from the past 6 months. Recoding of citizen data for Phase II comparison Data was recoded so that the citizen respondent became the unit of analysis, to indicate the number of citizens who had articulations in each request category.
EXPLICITNESS OF REQUEST (How explicit are client requests)	Phase I definition This variable tapped the degree to which the respondent's articulation gave an explicit indication of what was wanted from the practitioner. The variable was measured from the complaint, information need, resource/service need typology. A request was considered "not explicit at all" if the respondent was coded as giving no indication or only making a complaint; "somewhat explicit" if coded as making a complaint in combination with an information or resource/service request; and "explicit" if coded as an information and/or a resource/service request alone. Phase II definition Practitioners were asked to consider how each "explicitness of request" attribute applied to their client articulations from the past 6 months. Recoding of citizen data for Phase II compar None required.

(continued)

Table 5-1 (continued)

"CHECKLIST" VARIABLE	DESCRIPTION
STABILITY OF REQUEST (How stable are client requests)	Phase I definition This variable tapped the degree to which the respondent's articulation of what he wanted the practitioner to do remained stable over two different articulations regarding the same situation. The variable was measured from the complaint, information need, resource/service need typology. A request was considered "not stable at all" if the recoding gave no indication, if a request category was not repeated in the second articulation, or if the second articulation was completely different; "somewhat stable" if a request category was added in the second articulation; and "stable" if the request category coding was the same for the two articulations. Phase II definition Practitioners were asked to consider how each "stability of request" attribute applied to their client articulations from the past 6 months. Recoding of citizen data for Phase II comparison None required.
CLIENT MOVEMENT STATE (What are clients trying to do in their situations)	Phase I definition This variable tapped aspects of respondent situations. The focus was on whether the respondent perceived his situation: a) as a decision--where he had to choose between two or more alternatives; b) as a problem--where he knew what he wanted to do but a barrier stood in the way; c) as a coping with a worry--where he was anxious and lacked control; d) as living with a problematic situation--where there was nothing he could do and had to be satisfied with the way things turned out; or e) as a comprehending situation --where he wanted to understand something. The variable was seen as focusing on the implications for the respondent's own movement. The typology was measured through a series of 19 index items tapping the respondent's own perceptions of the implications for movement in his situation. Phase II definition Practitioners were asked to consider how each

(continued)

Table 5-1 (continued)

"CHECKLIST" VARIABLE	DESCRIPTION
	"client movement state" attribute applied to their client articulations from the past 6 months. Recoding of citizen data for Phase II comparison Five of the 19 index items which best represented the 5 "client movement states" were selected. The percentage of respondents who ascribed their situations to each of these index items was used for purposes of comparison.
SOCIAL EMBEDDEDNESS (How many others are involved in client situations)	Phase I definition This variable tapped the degree to which the respondent saw his situation as "socially embedded"--involving other human entities (individuals or groups). Phase II definition Practitioners were asked to consider how each "social embeddedness" attribute applied to their client situations from the past 6 months. Recoding of citizen data for Phase II comparison None required.
SITUATION EMBEDDEDNESS (How independent are client situations from other situations)	Phase I definition This variable tapped the degree to which the respondent saw his situation as being related to other situations. Phase II definition Practitioners were asked to consider how each "situation embeddedness" attribute applied to their client situations from the past 6 months. Recoding of citizen data for Phase II comparison None required.
PERCEPTUAL EMBEDDEDNESS (Do clients find it easy or hard to get at the heart of their situations)	Phase I definition This variable tapped the perceptual constraints the respondent saw as applying to his situation: Was the situation easy or hard to get at the heart of?

(continued)

Table 5-1 (continued)

"CHECKLIST" VARIABLE	DESCRIPTION
	Phase II definition Practitioners were asked to consider how each "perceptual embeddedness" attribute applied to their client situations from the past 6 months. Recoding of citizen data for Phase II comparison None required.
PREFERRED PERSPECTIVE (What perspective do clients prefer for their situations)	Phase I definition This variable tapped the respondent's preferred perspective for his situation: to stand back or get up close. Phase II definition Practitioners were asked to consider how each "preferred perspective" attribute applied to their client situations from the past 6 months. Recoding of citizen data for Phase II comparison None required. The response "neither" was deleted from the Phase II comparison.
ORIENTATIONAL STATE (What do clients pay attention to in their situations)	Phase I definition This variable tapped what the respondent was paying attention to as he moved through his situation. The particular focus was placed on whether the respondent was paying attention to the internal states of self or others (e.g. emotions, ideas) or the external states of self or others (e.g. behaviors that are observable). Phase II definition Practitioners were asked to consider how each "orientational state" attribute applied to their client situations from the past 6 months. Recoding of citizen data for Phase II comparison Data was recoded so that the citizen became the unit of analysis, to indicate the number of citizens who had situations in each orientational state category.

(continued)

Table 5-1 (continued)

"CHECKLIST" VARIABLE	DESCRIPTION
SITUATION-FACING TACTICS (How do clients respond in their situations)	Phase I definition This variable qualitatively described the behaviors by which respondents "informed" themselves or "made sense" out of situations. The coding was organized around five categories of tactics designed to describe fundamental controlling behaviors--pointing, connecting, stopping, continuing, and repeating. The five general categories of tactics were divided into two situation types, depending on how the respondent presented his articulation: respondent as actor and respondent as recipient. Phase II definition Practitioners were asked to consider how each "situation-facing tactics" attribute applied to their client situations from the past 6 months. Recoding of citizen data for Phase II comparison Data was recoded so that the citizen became the unit of analysis, to indicate the number of citizens who had situations in each tactic use category.
SITUATION-FACING STRATEGIES (What strategies do clients use for situation-facing)	Phase I definition This variable tapped respondent approaches to "informing" themselves through a series of 13 items eliciting dichotomous yes/no responses. The respondent was asked if he "eliminated an approach," "read something relating," and so on. Phase II definition Practitioners were asked to consider how each "situation-facing strategies" attribute applied to their client situations from the past 6 months. Recoding of citizen data for Phase II comparison Five of the 13 items which best represented the 5 informing approaches were selected. The percentage of respondents who responded "yes" to each of these items was used for purposes of comparison.

(continued)

Table 5-1 (continued)

"CHECKLIST" VARIABLE	DESCRIPTION
AMOUNT OF INFORMATION SEEKING (How much information do clients seek in their situations)	Phase I definition This variable counted the number of different "information things" the respondent tried to find out in the situation that was articulated at length. Phase II definition Practitioners were asked to consider how each "amount of information seeking" attribute applied to their client situations from the past 6 months. Recoding of citizen data for Phase II comparison None required.
USE OF INSTITUTIONAL SOURCES (Do clients use institutional sources to get information)	Phase I definition This variable tapped the number of institutionally-connected sources respondents used in their attempts to find "information things" in the situation that was articulated at length. Phase II definition Practitioners were asked to consider how each "use of institutional sources" attribute applied to their client situations from the past 6 months. Recoding of citizen data for Phase II comparison Data was recoded so that the citizen became the unit of analysis, to indicate the number of citizens who sought information from institutional sources.
INFORMATION TYPES (What type of information do clients seek in their situations)	Phase I definition The general purpose of this variable was to tap the nature of the things the respondent wanted to find out, the questions the respondent wanted to ask, and the understanding the respondent wanted to attain. A 53-category content analysis scheme was applied to the information things respondents tried to find out in their situations that were articulated at length. Phase II definition Practitioners were asked to consider how each "information types" attribute applied to their

(continued)

Table 5-1 (continued)

"CHECKLIST" VARIABLE	DESCRIPTION
	client situations from the past 6 months. Recoding of citizen data for Phase II comparison On the basis of analyses subsequent to Phase I, the 53 categories were collapsed to 3 basic information types. In addition, data was recoded so that the citizen became the unit of analysis, to indicate the number of citizens seeking information of each basic type.
INFORMATION QUESTIONS (What do clients want to learn in their situations)	Phase I definition The general purpose of this variable was to tap the nature of things the respondent wanted to find out, the questions the respondent wanted to ask, and the understanding the respondent wanted to attain. A content analysis scheme with six main classes was applied to the information things respondents tried to find out in their situations that were articulated at length. Phase II definition Practitioners were asked to consider how each "information questions" attribute applied to their client situations from the past 6 months. Recoding of citizen data for Phase II comparison Data was recoded so that the citizen became the unit of analysis, to indicate the number of citizens with information questions of each type.
EASE OF INFORMATION FINDING (Do clients see information as easy or hard to find)	Phase I definition This variable tapped respondent reports of how easy it was to find "information things" in their situations. Each respondent was asked whether it was "easy, hard, or impossible" to find each information thing. Phase II definition Practitioners were asked to consider how each "ease of information finding" attribute applied to their citizen situations from the past 6 months. Recoding of citizen data for Phase II comparison None required.

(continued)

Table 5-1 (continued)

"CHECKLIST" VARIABLE	DESCRIPTION
HELPING INFORMATION UTILITIES (When information is seen as helpful, how do clients see it as helping)	Phase I definition This variable tapped respondent reports of how information they found helped them. Respondents were asked, for each information thing they found, whether it helped them or not. Each respondent was then asked how the information they found was helpful. These responses tapped the "uses" or "utilities" the respondent obtained from the information. The analysis focused on the "functional unit" as seen by the respondent. Was the information helpful because it helped him make progress, plan, understand, or control self? Phase II definition Practitioners were asked to consider how each "helping information utilities" attribute applied to their client situations from the past 6 months. Recoding of citizen data for Phase II comparison Data was recoded so that the citizen became the unit of analysis, to indicate the number of citizens citing each type of helping information utility.
NON-HELPING INFORMATION UTILITIES (When information is seen as not helpful, why do clients say it doesn't help)	Phase I definition This variable tapped respondent reports of why information they found didn't help them. Respondents were asked, for each information thing they found, whether it helped them or not. Each respondent was then asked why the information they found didn't help. These responses tapped the "uses" or "utilities" the respondents did not obtain from the information. The analysis focused on the "functional units" as seen by the respondent. Was the information not helpful because it didn't help him make progress, plan, understand, or control self? Phase II definition Practitioners were asked to consider how each "non-helping information utilities" attribute applied to their client situations from the past 6 months.

(continued)

Table 5-1 (continued)

"CHECKLIST" VARIABLE	DESCRIPTION
	Recoding of citizen data for Phase II comparison Data was recoded so that the citizen became the unit of analysis, to indicate the number of citizens citing each type of non-helping information utility.
EXPERT QUESTION (What do clients want practitioners to know about them and their situations)	Phase I definition This variable focused on the things the respondent would want an expert practitioner to know about himself and his situation so that the practitioner could really be helpful. Phase II definition Practitioners were asked to consider how each "expert questions" attribute applied to their client situations from the past 6 months. Recoding of citizen data for Phase II comparison Data was recoded so that the citizen became the unit of analysis, to indicate the number of citizens citing each type of expert question.
LIBRARY INFORMATION EXPECTATION (Do clients expect libraries to have information that will help)	Phase I definition This variable simply tapped how likely the respondent thought it was that a library would have some information that would be helpful in his situation. Phase II definition Practitioners were asked to consider how each "library information expectation" attribute applied to their client situations from the past 6 months. Recoding of citizen data for Phase II comparison None required.
BARRIERS TO RESOLUTION (What barriers do clients see to resolution)	Phase I definition For situations which were unresolved or almost resolved, respondents were asked to identify the reasons why the situation was not completely resolved. These reasons were tapped qualitatively through content analysis.

(continued)

Table 5-1 (continued)

"CHECKLIST" VARIABLE	DESCRIPTION
	Phase II definition Practitioners were asked to consider how each "barriers to resolution" attribute applied to their client situations from the past 6 months.
	Recoding of citizen data for Phase II comparison Data was recoded so that the citizen became the unit of analysis, to indicate the number of citizens with resolution barriers of each type. For this comparison, the barrier types, "didn't get resolution" and "reasons not codeable above," were excluded.

---

[a] See Appendix B for a copy of the "checklist."

Table 5-2

Number of excess internal and external responses to the "citizen's handbook" d all practitioners.

NUMBER OF RESPONSES DELETED[b]	Per cent of practitioners[a]					
	INTERNAL			EXTERNAL		
	LIBRARY	AGENCY	TOTAL	LIBRARY	AGENCY	TOTAL
None	88.3	83.2	85.6	72.5	54.7	63.0
1 or more	11.7	16.8	14.6	27.5	45.4	37.1
TOTAL[d]	100.0	100.0	100.0	100.0	100.0	100.0
MEAN # OF RESPONSES DELETED[e]	0.3	1.0	0.7	0.6	2.6	1.7
N (# of respondents)[a]	120.0	137.0	257.0	120.0	137.0	257.0

[a] There were a total of 267 practitioners, 126 library and 141 agency. Any diff ns and those in the table above are due to missing data.

[b] The coding scheme used to record responses to the "citizen's handbook" allowed

Table 5-2

al and external responses to the "citizen's handbook" deleted in coding, across

r cent of practitioners[a]

TERNAL			EXTERNAL			TOTAL[c]		
BRARY	AGENCY	TOTAL	LIBRARY	AGENCY	TOTAL	LIBRARY	AGENCY	TOTAL
8.3	83.2	85.6	72.5	54.7	63.0	66.7	49.6	57.6
1.7	16.8	14.6	27.5	45.4	37.1	33.2	50.4	42.7
.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
.3	1.0	0.7	0.6	2.6	1.7	0.9	3.3	2.1
.0	137.0	257.0	120.0	137.0	257.0	120.0	137.0	257.0

67 practitioners, 126 library and 141 agency. Any differences between these
le above are due to missing data.

to record responses to the "citizen's handbook" allowed for the coding of the

(continued)

---

first internal and the first external response to each of the 222 sentences. A excess of one internal response and one external response were deleted with a c number of responses deleted. This table reports the percentage of respondents deleted: internal, external, and total.

[c] The "total" columns here report the percentage of practitioners who had respons and/or external, deleted in the coding process.

[d] The table reads vertically, summing to roughly 100%. Percentages may not sum because of rounding error.

[e] This figure indicates the average number of responses that were deleted for ea

Table 5-2 (continued)

---

first external response to each of the 222 sentences. Any responses in response and one external response were deleted with a count being kept of the eted. This table reports the percentage of respondents who had responses ernal, and total.

e report the percentage of practitioners who had responses, either internal d in the coding process.

lly, summing to roughly 100%. Percentages may not sum to exactly 100.0% or.

he average number of responses that were deleted for each respondent.

CHAPTER VI

THE COLLECTIVE CLIENT

Purpose

This chapter reports on the results obtained in Section I of the questionnaire which asked respondents to describe their "collective client." Each respondent was asked to indicate what percentage of the clients he had in the past 6 months which could be described with each of the client-in-situation attributes. Section I of the questionnaire had two purposes. One was to introduce respondents to the client-in-situation concepts in such a way that they could apply the concepts to a series of tasks. The second, the one important for this chapter, was to provide the first set of matching data which could be compared with Phase I data. The core purpose of this chapter, then, is to compare practitioner descriptions of their clients to citizen descriptions of themselves. The issue is essentially one of accuracy -- How accurately do practitioners see citizens-in-situations?

In interpreting the results obtained in this chapter, two cautions must be offered. Both concern the questions of whether a comparison of the average percentage of clients ascribed to an attribute by practitioners in Phase II can be compared to the percentage of citizens ascribed to that attribute in Phase I.

One charge that can be made is that the comparison is unfair because the kind of situations that clients bring to practitioners are different than the kinds of situations that general population citizens have. Data from Phase I adds some credence to this concern. Less than 25% of the general population citizens reported using a formal organization or or professional as an information source in a recent life-facing situation.

In order to cope with this charge quite directly, it was decided to give practitioners a variety of tasks in which they applied the client-in-situation attributes. The concern of this chapter focuses on only one of these tasks -- the description of the collective client. In Chapter VII, data is reported on how practitioners used the attributes in creating their "ideal" systems; in Chapter VIII, data is reported on how practitioners see their own strengths vis-a-vis each attribute. In Chapter X, data is reported on how practitioners responded to a summary of findings or the client-in-situation approach. Thus, the conclusions of this chapter form only one part of a complex of conclusions that will be used to assess overall how well practitioners cope with the client-in-situation approach.

A second issue in the practitioner-citizen comparison is that the methods of collecting data in the two studies (Phase I, citizen; and Phase II, practitioner) were different and that any resulting comparison would be unfair. There were, indeed, substantial methodological differences between the two studies. Every effort has been made to account for them. In particular, a special index was created--the citizen discrepancy score--which adjusts both the citizen and practitioner samples for variations in how the data was obtained. (See Chapter V for a complete explanation.)

Analysis overview

In all, there are 12 tables reported in this chapter. As a set, all the tables are seen as focusing on the overall chapter purpose -- that of comparing practitioner responses to citizen responses. The various tables approach this purpose in different ways. Specifically, they focus on:

- The magnitude of the "don't know" response when practitioners said they didn't have enough information to apply an attribute of the client-in-situation approach to their clients. A high "don't know" response for a specific attribute could be obtained for any of several reasons. It may well be that practitioners simply do not pay attention to that attribute. Or, it could be that that attribute is not relevant to the practitioners' jobs as they are now defined within the system. Whatever the reason, these tables are seen as useful indicators of where practitioner inability to deal with the client-in-situation approach comes more from not observing than from biases in observation. Tables 6-1 to 6-3, located at the end of this chapter, report these results.

- The citizen discrepancy scores where practitioner estimates of how client-in-situation attributes applied to their clients are compared with how these attributes were applied in the citizen study. Here the purpose is to see, quite directly, how far off practitioner application of the attributes were from citizen application. Table 6-4 presents the raw data from which this analysis was derived. Tables 6-5, 6-6, and 6-7 report the results. Table 6-4 is presented in Appendix F; Tables 6-5, 6-6, and 6-7 are located at the end of this chapter.

- The attribute emphasis versus citizen discrepancy comparisons in which the focus is on whether practitioners were more or less discrepant from citizens on attributes which they emphasized more or less. The purpose of this analysis is to amplify the citizen discrepancy analysis. As an example, take an attribute which was both highly discrepant and highly emphasized and compare it to one that was not highly discrepant or to one that was not highly emphasized. In each case, the juxtaposition of attribute emphasis and citizen discrepancy scores provides more insight into how the practitioners coped with the client-in-situation approach. Table 6-4 includes the raw data from which this analysis was derived. Tables 6-8 and 6-9 list the attribute emphasis scores for individual attributes and highlight the most emphasized attributes across samples. Tables 6-10 to 6-12 are graphed presentations of the attribute emphasis versus citizen discrepancy scores for the individual attributes scoring highest on one or both scores for the practitioner sample as a whole as well as the sub-samples. Tables 6-4, 6-8, and 6-9 are located in Appendix F. Tables 6-10 and 6-12 are located at the end of this chapter.

Results

Since some of the tables are quite lengthy, the tables from which results are drawn are presented at the end of this chapter or in Appendix F. Tables located in the Appendix are those that include either raw or background data. In presenting findings, emphasis will be placed on describing the practitioner sample as a whole as well as on describing and comparing the agency and library sub-samples. In assessing findings, readers are encouraged to use Table 5-1 in Chapter V to keep track of the definitions of the "checklist" attributes.

The manner of reporting findings in this chapter (and in this report generally) is somewhat different from the usual results reporting of empirical research. It was felt that the complexity of the tables and the number of findings reportable was so large that a purely factual enumeration would be both tedious and incomprehensible. For this reason, the findings are organized for presentation in terms of conclusions. Interpretations of individual findings are also woven in when these interpretations are specific to particular findings. At the end of the chapter, findings will be summarized in terms of the major conclusive themes that emerged from the data.

Table 6-1. This table looks at the magnitude of the "don't know" response across all 115 "checklist" attributes for the practitioner samples.

* On the average, the magnitude of the "don't know" response was not large. The mean "don't know" response was 8.5 across both practitioner sub-samples. Thus, the average respondent said he did not know how 8.5 of the 115 attributes applied to his clients.

* There was a sizable variance, however, around this mean. While 20.6% of the total respondents had no "don't know" responses, 19.8% gave a "don't know" response to 16 or more attributes.

* There was a marked difference between the two sub-samples. While the agency sub-sample had a mean "don't know" response of only 4.8, the library sub-sample had a mean of 12.5. In general, then, the magnitude of the "don't know" response was substantially higher in the library sub-sample. This difference was clearly apparent in the distributions for the two samples. Thus, 30.5% of the agency respondents had no "don't know" responses compared to 9.5% of the library respondents. In contrast, only 9.1% of the agency respondents had 16 or more "don't know" responses compared to 32.0% of the library respondents.

Tables 6-2 and 6-3. While the focus of Table 6-1 was primarily on respondents, the focus in these two tables is primarily on attributes. The question is: Which attributes or classes of attributes on the client-in-situation "checklist" received the most "don't know" responses? Table 6-2 reports the magnitude of the "don't know" response for each of the 115 attributes for all three practitioner samples. Table 6-3 summarizes the average magnitude of the "don't know" response for each of the attribute sections.

- Overall, the magnitude of the "don't know" response was variable. In the total practitioner sample, the range was from an average "don't know" response of 0.4% in one section to a high of 13.6% in another section. The highest response in the library sub-sample was 24.0%; in the agency sub-sample, 20.0%.

- The five attribute sections with the lowest "don't know" response in the total practitioner sample all dealt with attributes which describe client-in-situation at the point where the client intersects with the practitioner. Thus, practitioners felt most confident of their ability to estimate "nature of client request," "explicitness of request," "stability of request," "amount of information seeking," and "expert questions." This finding held across both the library and agency sub-samples.

- The high "don't know" responses differed across the two sub-samples. However, those attribute sections which received high "don't know" response averages were ones that focused on dimensions of client-in-situation which would not be apparent to practitioners operating with a normative approach. This point will be expanded below.

- For the library sub-sample, the pattern of "don't know" responses was marked. All of the attribute sections with an average "don't know" response of 10.0% or less in this sub-sample dealt with aspects of client-in-situation that are apparent in the normative approach. In contrast, all of the sections with averages of 10.0% or greater dealt with aspects of client-in-situation which librarians typically are not required to pay attention to. A good example of the contrast is that between the "helping information utilities" and "non-helping information utilities" attribute sections. The average "don't know" response for the former was 9.2%, in contrast to 24.0% (the highest "don't know" response of all) for the latter. This result is not unexpected. In the normative information system, it is assumed that information is helpful. With such an assumption, it becomes unnecessary to pay attention to reasons why information might not be helpful.

- The other attribute sections which received 10% or higher "don't know" response averages in the library sub-sample included: "client movement state," "social embeddedness," "situation embeddedness," "preferred perspective," "orientational state," "situation-facing tactics," "use of institutional sources," and "barriers to resolution." As a group, these deal primarily with how the client defines his own situation and what he chooses to look at. They contrast with the attribute sections to which librarians gave a low "don't know" response -- the attributes which describe how the client behaves when he contacts a practitioner and the attributes which describe the qualities of information the client would be seeking.

- On 20 of the 23 attribute sections, the agency sub-sample had a lower magnitude of "don't know" response than the library sub-sample. In general, then, the agency practitioners felt more confident of their ability to estimate their "collective clients."

- For one attribute section, "library information expectation," agency respondents had a "don't know" response average of 20.0% compared to 0.8% for the library sub-sample. This finding supports the thrust of the findings above. In the normative approach, agency practitioners would not expect to focus on client use of non-agency information sources.

- For one attribute section, "use of institutional sources," agency and library respondents gave about the same magnitude of "don't know" response averages (10.3% versus 12.7%). This is a dimension of the client-in-situation approach that the normative practitioner would be aware of only to the extent that he is an institutional source or that he refers clients to other institutional sources. It is suspected that one reason why this attribute section had a high "don't know" response average is that some practitioners excluded themselves and felt they did not know about other contacts.

- When one examines the "don't know" response on individual attributes, some interesting additional findings emerge in comparing the magnitude of response within individual attribute sections. All of these emerge from the library sub-sample only where these respondents showed a far less "don't know" response for one or two attributes in a section than the others.

- A good example is the "client movement state" attribute section where only 1.6% of the library respondents said "don't know" on the "get informed" attribute and only 6.3% did so on the "make a decision" attribute. These responses compare to 14.3% or greater on the remaining three attributes: "get around an obstacle," "cope with a worry," and "live with a problematic situation." In the context of the introduction in Chapter II, this is not an unexpected finding. Libraries are set up, in part, to help people "get informed" by "making decisions." It is not expected that someone can "get informed" by "coping with a worry." In this context, the practitioner would certainly pay less attention to movement states that are not normatively seen as requiring information.

- The second highest "don't know" section of the attribute "checklist," for the librarians, was "situation-facing tactics" (an average of 22.0%). Interestingly, though, the "don't know" response for individual attributes within this section was much lower for those tactics which involve the practitioner. Thus, for example, while there was a 36.5% "don't know" response for "by being stopped," there was only a 4.8% "don't know" response for "by being directed or pointed." The former tactic involves the client being stopped by something or someone, such as health or fearful situations. The latter involves the client receiving information, advice, service, and suggestions. This same pattern was continued with the relatively low "don't know" response within this section for "by directing or pointing" (i.e. when the client actively does something including information seeking) and "by connecting to others" (i.e. when the client makes contact with someone else). These "don't know" responses were 8.7% and 13.5%, respectively, while all other remaining attributes in the section were 19.8% or above. In general, a pattern emerges here, as well as elsewhere, where the library respondents gave higher "don't know" responses to those attributes of client-in-situation which do not involve them directly.

- This same pattern continues with the library sub-sample estimates of both "helping information utilities" and "non-helping information utilities." Here, the respondents gave far more "don't know" responses to those utilities which are normatively thought of as reasons for using information. For example, 5.6% or less of the respondents said "don't know" to the helping utilities "helps client make progress," "helps client plan," and "helps client get clarification" in contrast to 16.7% or more for "helps client get social support" and "helps client get self-control." This same pattern, with even larger differences, was found for "non-helping information utilities."

- The pattern continued with one additional finding of note. In their estimates of "barriers to resolution," the library respondents gave 10% or greater "don't know" responses to 12 of the 13 attributes in that attribute section. The one exception was "the client lacks information" which got a low "don't know" response of 4.0%.

* The general pattern of the "don't know" responses, then, was fairly consistent across all the findings. Both sub-samples of practitioners felt most confident about those attributes of client-in-situation which are currently part of even the normative approach in information systems. Both sub-samples felt less confident about those attributes of client-in-situation which focus primarily on how the client sees the situation and how he copes when he doesn't use an information practitioner. This pattern was most extreme in the library sub-sample.

Table 6-4. This table reports the raw data percentages obtained from the Phase I and Phase II studies. Listed in this table are the percentages of citizens to which each of the 115 "checklist" attributes were ascribed in Phase I. Also listed is the average percentage of clients to which the practitioners ascribed each attribute in Phase II. This table is included in Appendix F so that readers may see from where the data for Tables 6-5 through 6-12 were derived. The raw percentages in this master table cannot be compared directly because of the differing methodologies of the two studies. (For a full explanation of this issue, see Chapter III and V.)

Table 6-5, 6-6 and 6-7. These tables report the citizen discrepancy analysis in which practitioner estimates of how the attributes on the "checklist" applied to their clients were compared to how the attributes were applied to citizens in the citizen study. Table 6-5 reports the citizen discrepancy scores for the practitioner samples for each of the 115 attributes. Table 6-6 pulls out the attributes with the highest citizen discrepancy scores in each sample. Table 6-7 reports the mean absolute discrepancies within attribute sections for each sample. The citizen discrepancy score is a measure of the degree to which practitioner estimates were descrepant from citizen portraits after adjustments for methodological differences. (For a complete explanation of how the citizen discrepancy scores were computed, see Chapter V.)

* Of the 23 attribute sections, 8 had average absolute discrepancy scores of 9.0 or greater for both sub-samples. This meant that for those 8 sections the practitioners' portraits, in both sub-samples, of their "collective clients" were highly discrepant from how citizens were described in the Phase I study.

* The attribute section with the highest average discrepancy scores was "use of institutional sources." The average discrepancy score of 31.8 in this section for the total practitioner sample is not unexpected, of course, given that the practitioners were describing their clients (who by definition had used institutional sources) while the citizen data came from a random sample of the general population.

* The other high discrepancies, however, when taken as a group present an image of the "collective client" across both

practitioner sub-samples which neatly fits the normative approach. In the normative system, one would expect the client to contact the practitioner with a stable and explicit request for information for a situation that is partially resolved. This is basically the kind of portrait the practitioners present of how they see their clients. It is, however, a portrait that is discrepant from how citizens describe themselves. The individual aspects of this discrepant portrait will be amplified below.

* After "use of institutional sources," the second most discrepant attribute section was "nature of client request" with an average discrepancy score of 21.3 for the total practitioner sample. Both the library and agency respondents said their clients were far more likely to want to "fill an information request" and far less likely to want someone to "listen to a complaint" than the citizen study described citizens. While both sub-samples showed this same response, the library respondents were more discrepant than the agency respondents (30.7 versus 16.3).

* Given this emphasis on filling information requests, it is not surprising that both samples were also discrepant in estimating the "amount of information seeking" attribute section. Both samples said their clients sought more information than the Phase I data said of citizens. The average discrepancy score for this section in the total practitioner sample was 9.8 with little difference between the sub-samples.

* Two of the most discrepant attribute sections dealt with practitioner estimates of how their clients presented articulations. Both sub-samples described their clients as presenting more explicit and more stable articulations than citizen articulations were described in Phase I. The average discrepancy scores in the total practitioner sample were 20.3 for "explicitness of request" and 13.5 for "stability of request" with little difference between the sub-samples.

* Both samples were also discrepant in their estimates of "social embeddedness." The average discrepancy score in the total practitioner sample for this attribute section was 15.4 with little difference between the sub-samples. Both sub-samples greatly underestimated (average discrepancy score of -23.0) involvement of "one or two others" in client situations. Interestingly, though, while the library respondents overestimated the involvement of "no others" (+22.6 for library versus +0.9 for agency), the agency respondents overestimated the involvement of "three or more others" (+19.6 for agency versus +4.1 for library). This difference between the samples is not unexpected in that

more of the agency respondents typically deal with family or group units. What is interesting, however, is that both sub-sample "collective client" portraits place much less emphasis on situations in which the client is moving with one or two other persons than citizens did. The library respondents saw client situations as less socially complex; the agency respondents saw them as both less and more complex.

* One of the most unexpected results is the discrepancy practitioners showed on "resolution state." The total practitioner average discrepancy score was 17.4 with the library respondents being somewhat more discrepant than agency respondents (21.9 versus 14.0). In both sub-samples, practitioners said their client brought situations to them that were either "partially resolved" or "completely resolved" far more often than citizens for whom most situations were described as "unresolved." One would expect that helping practitioners would see themselves as helping clients primarily with unresolved situations. Yet, in the context of the normative approach, it may well be that practitioners see themselves as intersecting with clients only after the clients have done quite a bit of work on their own.

* The last of the highly discrepant attribute sections across both samples was "non-helping information utilities." The total practitioner sample showed an average discrepancy score of 11.6 with little difference between the sub-samples. While the size of the discrepancy in the section as a whole is not large, the pattern on individual attributes clearly showed the general practitioner emphasis on the normative system. Thus, in contrast to citizen descriptions, both practitioner samples underemphasized the non-helping utility, "doesn't help client make progress" and overemphasized all other utilities. What is interesting about this finding is that "didn't make progress" was the most frequent way in which citizens assessed non-helping information. The citizen results suggested that when information doesn't help citizens can't be very specific about why. All they know is that for some reason their movement, or progress, through time and space is stopped. It is at this point of "not knowing" that many clients may need help most. Yet, these results suggest that practitioners may have the most difficulty at this point.

* In addition to the findings above which applied across both sub-samples there were a number of additional findings that differentiated the sub-samples. Perhaps most obvious in the data is the decided trend showing the library sub-sample as more discrepant than the agency sub-sample. Of the 23 attribute sections, the library sub-sample section averages

were greater than those of the agency sub-sample in 18 sections. The opposite was true in only five sections. While some of the differences were not large, the library sub-sample means were 5.0 points greater than the agency sub-sample means for five sections. In general, then, the results indicate that the descriptions that the library respondents gave of their clients were more discrepant from the Phase I citizen descriptions than the agency client portraits.

* Given the above trend, it is not unexpected that the library sub-sample showed high discrepancies (i.e. a discrepancy score of 10.0 or greater) for five additional attribute sections. In three of these sections, the differences were 9.5 points or greater between the two sub-samples and will be presented below.

* One of the sections with a large difference between the two sub-samples was "library information expectation" with an average discrepancy score of 23.2 in the library sub-sample and only 7.8 in the agency sub-sample. As would be expected, in contrast to citizens, the library practitioners said it was much more likely that their clients would expect libraries to have helpful information. Agency respondents tended to repond in the opposite direction, saying that their clients would be less likely to expect libraries to have helpful information. This is an interesting finding because it suggests that the agency practitioners, all designated as information practitioners, saw themselves as operating in a quite different realm than the library practitioners.

* The second of these library sub-sample findings showed the library practitioners as presenting a picture of the "client movement state" of their clients that was discrepant from the movement state of citizens. Thus, the library sub-sample greatly overemphasized "get informed" (a discrepancy score of +31.3) while somewhat underemphasizing other movement states, in particular "get around an obstacle," "cope with a worry," and "live with a problematic situation." The discrepancy scores for the latter three attributes ranged from -8.0 to -11.0. This finding concurs, of course, with the normative emphasis on using information only to "get informed" and making information in itself an end state.

* The final attribute section which was highly discrepant for the library practitioners was "perceptual embeddedness" with an average discrepancy score in that sub-sample of 19.1 compared to only 2.7 in the agency sub-sample. The library respondents described their clients as seeing situations as "easy to get at the heart of" far more frequently than citizens who most often saw their situations as "hard to get at the heart of."

- While the library sub-sample was more highly discrepant on more attribute sections than agency respondents, there were two sections in which the agency practitioners were substantially more discrepant -- "situation embeddedness" with an average discrepancy score of 14.7 and "ease of information finding" with an average discrepancy score of 15.6. In both cases, the library sub-sample averages were 5.0 or below. In general, the agency sub-sample described more of their clients as being in more situationally embedded situations for which information was hard or impossible to find than citizens described themselves. As with earlier findings, this is not an unexpected result given normative views of social service delivery. It is a surprising finding, however, when combined with the fact that the agency practitioners, in contrast to citizens, also described more of their clients as presenting stable and explicit articulations on resolved or partially resolved situations.

- In all, eight attribute sections showed average discrepancy scores of 10.0 or below for both sub-samples and little difference between samples. These eight sections were: "topic focus," "preferred perspective," "situation-facing tactics," "information types," "information questions," "helping information utilities," "expert questions," and "barriers to resolution." It is interesting that of these eight sections, four deal with aspects of client-in-situation that focus specifically on means of categorizing information.

- Even within these eight attribute sections, the low discrepancy averages are deceptive. Most of these sections had within them at least one attribute with an individual discrepancy score of 10.0 or greater for at least one sub-sample. These results will be reviewed briefly below.

- Both sub-samples said their clients had a different "preferred perspective" than the citizens indicated for themselves. In particular, the practitioners underestimated the use of a combined perspective -- "both stand back/get up close" (-17.2, library; - 11.6, agency) and overestimated somewhat instead the use of one or the other of these perspectives.

- The library respondents said their clients placed more emphasis on "INFORMATION$_1$" (+12.2) and less emphasis on "INFORMATION$_2$" (-11.4) [1] than citizens did.

- The agency respondents placed more emphasis on evaluating information as helpful because it "helps client get social support" (+12.8) and less emphasis on it "helps client make progress" (-10.1) than citizens did.

- Both sub-samples said that fewer of their clients wanted practitioners to know "the characteristics of client" in order to be helpful. The discrepancy scores were -19.6 and -14.6 for the library and agency sub-samples, respectively. The library respondents, in contrast to citizens, also overemphasized "the nature of situation" (+10.5) as something their clients wanted them to know.

- Further, both sub-samples said their clients placed far less emphasis on "external self" as an "orientational state" than citizens did. The discrepancy scores were -20.9 and -17.7 for the library and agency sub-samples, respectively. Instead, both sub-samples saw their clients as placing somewhat more emphasis (scores of +7.3 to +9.1) on internal states both of self and others. In addition, the library respondents placed somewhat more emphasis on "non-human objects or conditions" than did the agency respondents.

- Finally, both sub-samples said more of their clients used a "getting-someone-to-help strategy" for situation facing than citizens did. These discrepancies (+20.5 and +14.2 for the library and agency sub-samples, respectively) were not unexpected given the respondents' roles as formalized helpers. Interestingly, though, the library respondents also underemphasized the use of the "emotional strategy."

- The brunt of the findings, thus, give a similar and consistent picture for both the library and agency respondents. In contrast to citizen descriptions of themselves, the practitioners saw more of their clients getting help from institutional sources for partially resolved or resolved situations which require information. Further, these practitioners saw their clients as more likely than citizens to present stable and explicit articulations. This picture is one which fits, for the most part, the normative approach. While citizens saw themselves far more untidily (e.g. in unresolved situations, with unstable and inexplicit articulations), practitioners presented a picture of themselves as running a supermarket in which clients arrived with well organized shopping lists for information.

- The findings which differentiate between the two sub-samples further amplify this portrait by showing that each sub-sample veered even more to its own current strengths as defined in the normative approach. Thus, the library respondents were discrepant in their descriptions of client situations as low in social embeddedness, non-emotional, and easy to get at the heart of. In contrast, the agency respondents were discrepant in their descriptions of client situations as more socially and situationally embedded, requiring more social support, and harder or impossible to get information for.

Tables 6-8 and 6-9. These tables focus on the degree of emphasis given to each attribute in the "collective client" presentations. Thus, each attribute is given an attribute emphasis score for each sub-sample as well as the total practitioner sample. These scores tap the degree to which the mean percentage of clients ascribed to a particular attribute by the practitioners was discrepant from the mean percentage of clients ascribed to the average attribute. For a complete explanation of how the attribute emphasis scores were computed, see Chapter V. Table 6-8 reports the attribute emphasis scores for the practitioner sample and sub-samples for each of the 115 attributes. Table 6-9 pulls out those attributes with the highest emphasis scores. These background tables, included in Appendix F, provide the source data on emphasis scores for the construction of the graphed tables discussed below.

Tables 6-10, 6-11, and 6-12.[1] The focus of this final set of three tables in this chapter is on the juxtaposition of the citizen discrepancy and attribute emphasis scores. The question of concern is: Did practitioners emphasize more or less attributes on which they were more or less discrepant? Table 6-10 is a graphed presentation of those attributes with the highest citizen discrepancy and/or attribute emphasis scores for the library sub-sample. Table 6-11 is the graphed presentation for the agency sub-sample. Table 6-12 is the graphed presentation for the total practitioner sample.

There is, of course, repetition between the findings that emerged from this group of tables and those of the preceding section. Both analyses focus on citizen discrepancy. The difference, however, is that this group of tables pits citizen discrepancy against attribute emphasis.

- * There are enough differences between the library sub-sample and the agency sub-sample in terms of their attribute emphasis/citizen discrepancy portraits that the graphed presentation of the total practitioner sample is difficult to interpret without an understanding of the separate sub-samples. Thus, the sub-samples will be discussed first. Then findings will be drawn across both sub-samples.

---

[1] Readers will note that in Chapter VII and VIII, both individual attributes and attribute sections are graphed. In this chapter, however, only the individual attributes are graphed. The reason for this is that in the "collective client" analyses, respondents had to respond to all "check-list" attributes. Thus, when they described a lot of their clients as being portrayed by a set of attributes within a section, they also usually described few of their clients as being portrayed by the remaining set of attributes in that section. The result was that the high emphasized attributes tended to balance out equally the low emphasized attributes and the concept of a mean emphasis score within attribute sections became meaningless. The mean emphasis scores had little variance and all approached zero within a section which, of course, is the result of the balancing out phenomena. This phenomena did not occur in the "system design" and "training strengths" analyses because in those respondents did not have to respond to all attributes and pulled out from each section only those attributes on which they wished to focus.

- In the library sub-sample, the graph clearly shows that the four attributes on which that sub-sample was most descrepant from citizens in their "collective client" estimates were also among the most emphasized. Thus, the librarians said that their clients were best described as people who were using "one or more institutional sources" to "fill an information request" in order to "get informed" and that it was "very likely" that libraries had information that would be helpful. In each case, while the librarians felt these attributes best described their clients, their portrait was highly discrepant from the way citizens described themselves in the Phase I study. (Attributes # 25, 37, 72, 102)

- This portrait is amplified by a supporting set of attributes which show the same pattern but not so intensely. Librarians went on to say that their clients were best described as people who presented "stable" and "explicit" articulations when they talked to practitioners, sought "1-2 information things" that were objective information, "INFORMATION$_1$", and used "getting-someone-to-help" strategies for coping with "partially resolved" situations that were "easy to get at the heart of" and involved "no others." Emphasis on each of these attributes was greater than that for the average attribute in the library sub-sample. In each case, the library sub-sample estimates of how many clients were described by these attributes were inflated when compared to citizen descriptions of themselves. (Attributes # 22, 29, 32, 38, 43, 66, 69, 73)

- The findings above were the clearest and strongest that emerged from the graphed presentation for the library sub-sample. The general portrait that emerges is one where the library respondents describe their clients in terms that are comprehensible and accepted within normative information systems. The client is seen as someone who wants to get informed. He is seen as someone who gets informed by seeking objective information from formal institutions. When he contacts an information practitioner, he has already done work on his situation and he knows clearly what he wants so his articulation is stable and explicit. Further, his situation is relatively simple -- easy to get at the heart of, low in social embeddedness. This portrait, however much it agrees with how practitioners and clients may see the current system, is very discrepant from how average citizens -- potential clients -- see themselves.

* The portrait is consistently supported by other findings from the graphed presentation of the library sub-sample data. There was a set of attributes to which the library respondents gave a great deal of emphasis yet their client descriptions were not discrepant from citizen portrayals. Each of these attributes amplifies the portrait above. The library respondents said their clients were well described as individuals who went looking for ("by directing and pointing") and found ("by being directed or pointed") "easy to find" information that "helps client make progress" in situations that were "independent" of other situations. (Attributes # 41, 53, 58, 82, 85)

* The portrait of the library practitioners' "collective client" is reinforced by a set of six attributes that received low emphasis but were not discrepant from citizens. All of these attributes came from the "topic focus" attribute section. Since "topic focus" is the conventional way in which client information needs are categorized for information services, it is expected that library practitioners would be accurate in their estimation. These attributes received low emphasis because the number of topic foci was large, and practitioner emphasis was spread across the full range. (Attributes # 1, 3, 11, 12, 16, 18)

* The portrait that has emerged is of a client who fits well into the normative system. Three attributes that were given average emphasis but were negatively discrepant from citizens suggest areas that are not dealt with in the normative system. These attributes indicate that library practitioners underestimated clients who are attending to their own actions or qualities, for whom information has not been helpful because it has not helped them make progress, and who want the practitioner to know about their characteristics as clients. The focus of these attributes is much more on the client in his unique situation than on the normative service system. (Attributes # 49, 90, 96)

* The remaining attributes that were negatively discrepant from citizens are all mirror images of attributes already discussed. Thus, while the library practitioners gave high emphasis to and were positively discrepant in estimating the clients who use "one or more institutional sources," they were negatively discrepant in estimating clients who use "no institutional sources." Eight such mirror-image attributes were all negatively discrepant with emphasis ranging from very low to moderately high. (Attributes # 21, 24, 27, 30, 39, 44, 71, 99)

* Given that the agency sub-sample was generally less discrepant from citizens, it is to be expected that the findings

derived from the graphed presentation of citizen discrepancy versus attribute emphasis scores would not present as extreme a picture. A clear pattern still emerged, however, from the seven attributes which these respondents emphasized more than average and, in doing so, were moderately to highly discrepant from citizens. The portrait that emerged showed that the agency respondents thought their clients were best described as people who presented "explicit" and "stable" articulations to "one or more institutional sources" in order to "get-someone-to-help" to "fill an information request" for "hard to find" information to be used in situations that were "tied in with other situations." (Attributes # 25, 29, 32, 42, 66, 72, 83)

* Other findings from the graphed presentation for the agency sub-sample agreed with and amplified the findings above. In particular, a group of highly emphasized but not discrepant attributes fleshed out the portrait the agency practitioners presented of their clients. In addition to the description presented above, the agency respondents went on to say that their clients came to them with situations that were "hard to get at the heart of" and for which it was "not likely at all" that a library would have relevant information. In these situations, the clients were seen as using interpersonal strategies and tactics ("by connecting to others," "by being directed or pointed," and "interpersonal strategy") to fill "resource/service requests." When these clients presented their situations to practitioners, the agency respondents estimated that their clients wanted the practitioners to know about the "nature of the situation" and would evaluate information in terms of its helpfulness in obtaining a resolution. (Attributes # 26, 44, 54, 58, 63, 85, 95, 99)

* The findings above are supplemented by three attributes which were emphasized somewhat more than the average attribute but which were also over-emphasized in contrast to citizens. Agency practitioners said that their clients brought them "partially resolved" situations that involved "three or more others" and for which their client thought it was "somewhat unlikely" that a library would have information that would help. Agency practitioners differ from librarians in seeing their clients as having situations that are more "socially embedded" and as having a lower "library information expectation." (Attributes # 22, 40, 100)

* Like the library practitioners, agency practitioners estimated accurately, but gave low emphasis to, a set of "topic focus" attributes. The finding is similar to that for the library practitioners. Agency practitioners were able to estimate their clients well using this common

approach to categorization. The agency practitioners also spread their emphasis across the topic foci and thus gave relatively little emphasis to individual attributes. (Attributes # 1, 15, 17, 18, 19)

* Agency practitioners also gave low emphasis to or were negatively discrepant on a set of attributes that contrasted with the normative system findings discussed above. These attributes indicate that agency practitioners did not see their clients as wanting them to listen to a complaint, as focusing on their own actions, as receiving information that didn't help because they didn't make progress, as being kept from resolution by lack of time, or as wanting the practitioner to know about them as clients. Again, the focus of these underplayed attributes is more on the client in his unique situation and not on the normative system. (Attributes # 24, 49, 90, 96, 114)

* Finally, the remaining underestimated attributes are mirror images of attributes that were emphasized more than the average attribute and overemphasized in contrast to citizens. For example, while practitioners gave emphasis to and were positively discrepant in estimating clients who gave "explicit" articulations of their situations, they gave low emphasis to and were negatively discrepant from citizens in estimating clients who gave "inexplicit" articulations. (Attributes # 21, 27, 30, 39, 41, 71, 82, 102)

* The overall portrait that emerged, then, for the agency sub-sample is in many ways like that of the library practitioners. Both sub-samples elaborated a picture that was discrepant from citizens when they said that their clients presented stable and explicit articulations of information requests which the clients wanted institutional sources to fill.

* The major difference between the two sub-sample portraits was really a degree to which the patterns emerged. For the agency sub-sample, the portrait was as emphasized but not as discrepant as in the library sub-sample.

* The other difference between the library and agency sub-samples was more subtle. The tone of the agency portrait seemed to suggest that the agency respondents saw their clients as coming to practitioners so they could be extricated from partially resolved but still complex situations.

* One other interesting difference emerged. Information was relevant to both portraits in that both sub-samples emphasized that their clients wanted to "fill information requests." Information was far more stressed in the library

sub-sample, of course, while the agency sub-sample also gave greater attention to "resource/service delivery." More important than this difference, however, was the fact that the agency practitioners said that it was highly unlikely that helpful information relevant to their clients situations would be found in the library.

Summary and conclusions

The central purpose of this chapter is to assess how closely practitioner descriptions of their "collective clients" agree with citizen self-descriptions as assessed in the Phase I study. The overall intent is to combine the results of this chapter with those from the other analytic chapters to form a portrait of how well information practitioners cope with the client-in-situation approach.

To accomplish these purposes, this chapter utilized data generated from the "collective client" section of the project questionnaire. (See Appendix A.) In this section, respondents were asked to describe the clients they had had in the last 6 months through a series of 115 attributes of client-in-situation. The attributes were all derived from the Phase I study. Respondents indicated what percentage of their clients-in-situations could be described by each attribute.

In order to present the results, three different kinds of analyses were performed. These included:

> The "don't know" analysis
> In this analysis, the focus was on how often and to which attributes the respondents answered with "don't know" responses.
>
> The citizen discrepancy analysis
> In this analysis, the focus was on the degree to which practitioner descriptions of their clients matched citizen self-descriptions.
>
> The citizen discrepancy x attribute emphasis analysis
> In this analysis, the focus was on the degree to which practitioners said more or less of their clients were described by attributes of varying degrees of discrepancy. The purpose was to contrast, for example, an attribute that was highly discrepant and highly emphasized to one that was highly discrepant and not emphasized.

In the body of the chapter, results were presented as derived in each of the separate analyses. The summary and conclusions will take a different tack. Since the number of findings is large and the data complex, emphasis will be placed on extracting broad conclusive themes from the results and then showing how these themes emerged from the analyses.

The themes presented below represent all the important findings from the results sections.

- The practitioners felt most confident of their ability to describe their clients on those aspects of client-in-situation which occur at the point of the practitioner-client interaction. Thus, the library practitioners, who exhibited a relatively large "don't know" response gave far fewer "don't knows" to those aspects of client-in-situation which described what clients asked of them, how much information clients sought, and how clients articulated their requests. In contrast their highest "don't know" responses were given for attributes which described how the client defines his own situation and what he chooses to look at. The agency practitioners had a relatively low "don't know" response but that which was present followed this same pattern. Perhaps the best example of this point came with practitioner responses to the attributes describing how information helped versus those describing why information didn't help. The "don't know" response for the helping utilities was at least half that of the non-helping utilities. Thus, the practitioners seemed to be indicating that they pay attention primarily to those aspects of client-in-situation that occur right at the point of contact. These, of course, are the very aspects which are emphasized in the normative approach -- which assumes that every client can be dealt with as a typical client with a typical situation.

- The practitioners were not necessarily less discrepant from citizen portraits in their client descriptions on those aspects of client-in-situation on which they had more confidence. It was generally true that the practitioners were more accurate (i.e. presented client portraits that were closer to citizen portraits) on those attributes which intersected with them. For example, they were not discrepant in their descriptions of various information categorizations and those situation-facing tactics that involved them directly. They were, however, very discrepant in their descriptions of how stable and explicit client articulations were, how many clients sought information, and what clients were asking them to do. In these cases, both sub-samples of practitioners said their clients made stable and explicit information requests much more often than citizens were described in the Phase I study.

- The practitioners, particularly the library practitioners, overemphasized information. Both sets of practitioners presented portraits of their clients that emphasized information. In contrast to citizen descriptions, both said their clients were more likely to seek information and to ask practitioners to fill information requests. The agency respondents also gave moderate emphasis, and were moderately discrepant in doing so, to a description of their clients as seeking hard to find information. Of the two sub-samples, however, the library respondents presented a portrait of their clients that was almost totally information oriented. This is in contrast to the agency sub-sample portraits of clients in which information was only one of several elements of emphasis. The typical library client was portrayed as one who wants to get informed with objective information. This portrait was highly discrepant from how citizens were described in the Phase I study.

* The agency and library practitioners indicated that they live in different realms. The clearest evidence of this theme came with respondent judgments of whether libraries had helpful information relevant to their "collective client" situations. The library practitioners said it was very likely. The agency practitioners said it was very unlikely and more often said they didn't know. Both sub-sample portrayals were discrepant from citizen portrayals. Thus, in contrast to citizens, librarians overestimated the likelihood and agency practitioners underestimated the likelihood. Further evidence showed that while both sets of practitioners described information as being highly relevant to their clients, the library respondents emphasized easy to find information while the agency respondents emphasized hard or impossible to find information.

* The practitioners indicated that they were not highly involved in helping clients make personal sense. While both sub-samples described their clients as wanting to get "informed," the meshing of this emphasis with other client-in-situation attributes suggested that what the practitioners meant by "informed" was that clients contacted them with more resolved and already thought out situations. Thus, the clients, did not complain and were able to make explicit and stable requests that did not change during the course of the interaction and pinpointed with clarity what they wanted in terms with which the practitioner could readily cope within the existing system. This pattern is additionally reinforced in the library sub-sample by high emphasis on category schemes for information, such as topic foci or information types. This portrait of clients was highly discrepant from the citizen results which showed citizens as needing to make sense in situations where both the situation and their own views changed as time passed. Far fewer citizens showed the kind of definiteness which these practitioner portraits emphasize.

* The practitioners emphasized typical, normative situations. Both sets of practitioners showed less ability to cope with

those client-in-situation attributes which focused on how the client defines his own situation and how he copes with that situation outside of the time when he might interact with a practitioner. Thus, the practitioners gave moderate to low emphasis to client movement states such as coping with worries or living with problematic situations that are not ordinarily thought of as information or resource/service states. They also gave low emphasis to those situation-facing tactics and strategies, such as getting stopped and being emotional, that ordinarily do not involve practitioners. And, for the most part, they presented a picture of client situations that was very simple. Both said client articulations were more explicit and more stable than citizens did. Both said situations were more likely to be partially or fully resolved. In addition, each sub-sample gave additional cues that differentiated them but still supported this general picture. Library practitioners overemphasized, in contrast to citizens, how much clients focused on non-human objects or conditions and described more clients as moving alone through their situations. And, while agency practitioners concurred in describing the uniqueness of client situations far more simply than citizens did, they overemphasized the complexity of aspects that can be seen as independent of the client. Thus, they saw client situations as more socially and situationally involved than citizens did and they overemphasized how hard it was to get at the heart of situations and how hard it was to find information. They were also more concerned than citizens with the nature of the situation. The general portrait in both sub-samples, then, is one that either didn't focus on the uniqueness of client situations or when it did underemphasized them. Instead, the portraits focus on aspects accepted in the traditional approach. For the library respondents, the emphasis was information. For the agency respondents, the emphasis was resource/service delivery assistance for complex situations that seem to have existence independent of the clients in them.

* The practitioners coped least well with those aspects of client-in-situation that involve assessing the client in his unique situation. Both practitioner sub-samples were very confident of their ability to estimate the nature of their client requests and the degree of stability and explicitness of those requests. Yet, both samples had high discrepancy scores on these aspects indicating that they overemphasized, in contrast to citizens, the stability and explicitness of requests and the degree to which clients wanted to have information requests filled. They also underemphasized, in contrast to citizens, the wish to have complaints listened to. Thus, both samples gave evidence

that they handled least often the very aspects of client-in-situation which involve the practitioner eliciting from the client his own unique version of client-in-situation.

- The library and agency practitioners presented portraits of their "collective clients" that reified their own traditional perspective. The portrait of service presented by the library practitioners appeared more objective and detached. Thus, the library respondents described clients with uncomplex situations that were easy to get at the heart of and low in social and situational embeddedness. They saw clients as requiring objective but easy to find information. In contrast, the agency respondents described clients with more complex situations that were both socially and situationally involved and hard to get at the heart of. They saw clients as requiring interpersonal assistance to obtain resources/services and hard or impossible to find information. Both of these portraits, no matter how traditional or accepted they may be, were in large part highly discrepant from how citizens were described in the Phase I study.

- The library practitioners coped less well with the client-in-situation approach than the agency practitioners. While both sub-samples are described by the findings above, the evidence consistently showed that the findings for the library respondents were intensified. Thus, the library respondents were more likely to say they didn't know how various attributes applied to their clients. Their descriptions of their clients were also more discrepant from citizen portraits.

Table 6-1

Distribution of the number of attributes given "don't know" responses by practitioner respondents on estimates of how the "checklist" attributes applied to "collective client" situations across the practitioner samples.

NUMBER OF ATTRIBUTES THAT RECEIVED DK RESPONSES	Percent of practitioners[a] LIBRARY	AGENCY	TOTAL
None	9.5	30.5	20.6
1 - 5	30.0	45.4	38.2
6 - 10	15.2	10.6	12.7
11 - 15	13.6	4.2	8.6
16 - 20	11.2	3.5	7.1
21 or more	20.8	5.6	12.7
TOTAL[b]	100.0	100.0	100.0
MEAN # OF DK RESPONSES[c]	12.5	4.8	8.5
N (# of respondents)[a]	126	141	267

[a] There were a total of 267 practitioners, 126 library and 141 agency. There were no missing data on this variable.

[b] The table reads vertically, summing to roughly 100%. Percentages may not sum to exactly 100.0 because of rounding error.

[c] This figure indicates the average number of attributes to which respondents gave don't know responses.

Table 6-2

Distribution of the number of respondents giving "don't know" responses on estimates of how the "checklist" attributes applied to "collective client" situations across the practitioner samples.

ATTRIBUTES	Per cent of practitioners[b] giving DK responses					
	LIBRARY		AGENCY		TOTAL	
	n	%	n	%	n	%
TOPIC FOCUS (Topic focus of situations)						
1) Neighborhood	6	4.8	7	5.0	13	4.9
2) Consumer	2	1.6	3	2.1	5	1.9
3) Housing	11	8.7	2	1.4	13	4.9
4) Employment	3	2.4	2	1.4	5	1.9
5) Education & schooling	1	0.8	3	2.1	4	1.5
6) Health	3	2.4	2	1.4	5	1.9
7) Housekeeping & household maintenance	4	3.2	5	3.5	9	3.4
8) Transportation	11	8.7	1	0.7	12	4.5
9) Recreation & culture	2	1.6	5	3.5	7	2.6
10) Financial matters & assistance	5	4.0	4	2.8	9	3.4
11) Public assistance & social security	11	8.7	0	0.0	11	4.1
12) Discrimination & race relations	11	8.7	4	2.8	15	5.6
13) Child care, family & personal	4	3.2	3	2.1	7	2.6
14) Legal	6	4.8	3	2.1	9	3.4
15) Family planning & birth control	6	4.8	9	6.4	15	5.6
16) Crime & safety	16	12.7	2	1.4	18	6.7
17) Immigration, migration & mobility	9	7.1	4	2.8	13	4.9
18) Veterans & military	11	8.7	4	2.8	15	5.6
19) Public affairs	3	2.4	7	5.0	10	3.7
20) Other	48	38.1	41	29.1	89	33.3
MEAN PER CENT[c] DK RESPONSE	---	6.9	----	3.9	----	5.3
RESOLUTION STATE (Resolution state of situations)						
21) Unresolved	12	9.5	5	3.5	17	6.4
22) Partially resolved	8	6.3	4	2.8	12	4.5
23) Completely resolved	12	9.5	6	4.3	18	6.7
MEAN PER CENT[c] DK RESPONSE	----	8.4	----	3.5	----	5.9

(continued)

Table 6-2 (continued)

ATTRIBUTES	Per cent of practitioners[b] giving DK responses					
	LIBRARY		AGENCY		TOTAL	
	n	%	n	%	n	%
NATURE OF CLIENT REQUEST (What are clients asking you to do)						
24) Listen to a complaint	1	0.8	0	0.0	1	0.4
25) Fill an information request	1	0.8	0	0.0	1	0.4
26) Fill a resource/service request	0	0.0	1	0.7	1	0.4
MEAN PER CENT[c] DK RESPONSE	----	0.5	----	0.2	----	0.4
EXPLICITNESS OF REQUEST (How explicit are client requests)						
27) Not explicit at all	1	0.8	1	0.7	2	0.7
28) Somewhat explicit	1	0.8	1	0.7	2	0.7
29) Explicit	0	0.0	0	0.0	0	0.0
MEAN PER CENT[c] DK RESPONSE	----	0.5	----	0.5	----	0.5
STABILITY OF REQUEST (How stable are client requests)						
30) Not stable at all	5	4.0	2	1.4	7	2.6
31) Somewhat stable	2	1.6	1	0.7	3	1.1
32) Stable	2	1.6	0	0.0	2	0.7
MEAN PER CENT[c] DK RESPONSE	----	2.4	----	0.7	----	1.5
CLIENT MOVEMENT STATE (What are clients trying to do in their situations)						
33) Make a decision	8	6.3	5	3.5	13	4.9
34) Get around an obstacle	18	14.3	3	2.1	21	7.9
35) Cope with a worry	23	18.3	2	1.4	25	9.4
36) Live with a problematic situation	25	19.8	3	2.1	28	10.5
37) Get informed	2	1.6	3	2.1	5	1.9
MEAN PER CENT[c] DK RESPONSE	----	12.1	----	2.2	----	6.9

(continued)

Table 6-2 (continued)

ATTRIBUTES	Per cent of practitioners[b] giving DK responses					
	LIBRARY		AGENCY		TOTAL	
	n	%	n	%	n	%
SOCIAL EMBEDDEDNESS (How many others are involved in client situations)						
38) No others	21	16.7	6	4.3	27	10.1
39) One or two others	26	20.6	6	4.3	32	12.0
40) Three or more others	26	20.6	7	5.0	33	12.4
MEAN PER CENT[c] DK RESPONSE	----	19.3	----	4.5	----	11.5
SITUATION EMBEDDEDNESS (How independent are client situations from other situations)						
41) Independent	25	19.8	3	2.1	28	10.5
42) Tied in with other situations	25	19.8	3	2.1	28	10.5
MEAN PER CENT[c] DK RESPONSE	----	19.8	----	2.1	----	10.5
PERCEPTUAL EMBEDDEDNESS (Do clients find it easy or hard to get at the heart of their situations)						
43) Easy to get at the heart of	2	1.6	2	1.4	4	1.5
44) Hard to get at the heart of	5	4.0	3	2.1	8	3.0
MEAN PER CENT[c] DK RESPONSE	----	2.8	----	1.8	----	2.3
PREFERRED PERSPECTIVE (What perspective do clients prefer for their situations)						
45) Stand back	21	16.7	7	5.0	28	10.5
46) Get up close	16	12.7	7	5.0	23	8.6
47) Both stand back/get up close	27	21.4	8	5.7	35	13.1
MEAN PER CENT[c] DK RESPONSE	----	16.9	----	5.2	----	10.7

(continued)

Table 6-2 (continued)

ATTRIBUTES	Per cent of practitioners[b] giving DK responses					
	LIBRARY		AGENCY		TOTAL	
	n	%	n	%	n	%
ORIENTATIONAL STATE (What do clients pay attention to in their situations)						
48) Internal self	13	10.3	2	1.4	15	5.6
49) External self	13	10.3	2	1.4	15	5.6
50) Internal other	21	16.7	4	2.8	26	9.4
51) External other	20	15.9	3	2.1	23	8.6
52) Non-human objects or conditions	20	15.9	11	7.8	31	11.6
MEAN PER CENT[c] DK RESPONSE	----	13.8	----	3.1	----	8.2
SITUATION-FACING TACTICS (How do clients respond in situations)						
53) By directing or pointing	11	8.7	2	1.4	13	4.9
54) By connecting to others	17	13.5	3	2.1	20	7.5
55) By stopping	36	28.6	4	2.8	40	15.0
56) By continuing/agreeing/ giving in	29	23.0	13	9.2	42	15.7
57) By repeating	34	27.0	19	13.5	53	19.9
58) By being directed or pointed	6	4.8	2	1.4	8	3.0
59) By being connected by others	25	19.8	6	4.3	31	11.6
60) By being stopped	46	36.5	13	9.2	59	22.1
61) By being agreed with	37	29.4	15	10.6	52	19.5
62) By being made to repeat	36	28.6	9	6.4	45	16.9
MEAN PER CENT[c] DK RESPONSE	----	22.0	----	6.1	----	13.6

(continued)

Table 6-2 (continued)

ATTRIBUTES	Per cent of practitioners[b] giving DK responses					
	LIBRARY		AGENCY		TOTAL	
	n	%	n	%	n	%
SITUATION-FACING STRATEGIES (What strategies do clients use for situation-facing)						
63) Interpersonal strategy	7	5.6	2	1.4	9	3.4
64) Decisioning strategy	15	11.9	3	2.1	18	6.7
65) Cognitive strategy	12	9.5	4	2.8	16	6.0
66) Getting-someone-to-help strategy	3	2.4	0	0.0	3	1.1
67) Emotional strategy	8	6.3	0	0.0	8	3.0
MEAN PER CENT[c] DK RESPONSE	----	7.1	----	1.3	----	4.0
AMOUNT OF INFORMATION SEEKING (How much information do clients seek in their situations)						
68) None	4	3.2	2	1.4	6	2.2
69) 1-2 information things	1	0.8	1	0.7	2	0.7
70) 3 or more information things	3	2.4	1	0.7	4	1.5
MEAN PER CENT[c] DK RESPONSE	----	2.1	----	0.9	----	1.5
USE OF INSTITUTIONAL SOURCES (Do clients use institutional sources to get information)						
71) No institutional sources	21	16.7	18	12.8	39	14.6
72) One or more institutional sources	11	8.7	11	7.8	22	8.2
MEAN PER CENT[c] DK RESPONSE	----	12.7	----	10.3	----	11.4

(continued)

Table 6-2 (continued)

ATTRIBUTES	Per cent of practitioners[b] giving DK responses					
	LIBRARY		AGENCY		TOTAL	
	n	%	n	%	n	%
INFORMATION TYPES (What type of information do clients seek in their situations)						
73) INFORMATION$_1$	4	3.2	1	0.7	5	1.9
74) INFORMATION$_2$	9	7.1	2	1.4	11	4.1
75) INFORMATION$_3$	7	5.6	2	1.4	9	3.4
MEAN PER CENT[c] DK RESPONSE	----	5.3	----	1.2	----	3.1
INFORMATION QUESTIONS (What do clients want to learn in their situations)						
76) To assess the situation/system	12	9.5	0	0.0	12	4.5
77) To learn options, alternatives	6	4.8	1	0.7	7	2.6
78) To locate in time and space	17	13.5	5	3.5	22	8.2
79) To learn reasons and causes	8	6.3	2	1.4	10	3.7
80) To learn ideas of others	6	4.8	2	1.4	8	3.0
81) To learn procedures	7	5.6	2	1.4	9	3.4
MEAN PER CENT[c] DK RESPONSE	----	7.4	----	1.4	----	4.2
EASE OF INFORMATION FINDING (Do clients see information as easy or hard to find)						
82) Easy to find information	1	0.8	5	3.5	6	2.2
83) Hard to find information	1	0.8	4	2.8	5	1.9
84) Impossible to find information	4	3.2	6	4.3	10	.37
MEAN PER CENT[c] DK RESPONSE	----	1.6	----	3.5	----	2.6

(continued)

Table 6-2 (continued)

ATTRIBUTES	Per cent of practitioners[b] giving DK responses					
	LIBRARY		AGENCY		TOTAL	
	n	%	n	%	n	%
HELPING INFORMATION UTILITIES (When information is seen as helpful, how do clients see it as helping)						
85) Helps client make progress	2	1.6	1	0.7	3	1.1
86) Helps client plan	5	4.0	4	2.8	9	3.4
87) Helps client get clarification	7	5.6	1	0.7	8	3.0
88) Helps client get social support	21	16.7	3	2.1	24	9.0
89) Helps client get self-control	23	18.3	6	4.3	29	10.9
MEAN PER CENT[c] DK RESPONSE	---	9.2	----	2.1	----	5.5
NON-HELPING INFORMATION UTILITIES (When information is seen as not helpful, why do clients say it doesn't help)						
90) Doesn't help client make progress	20	15.9	8	5.7	28	10.5
91) Doesn't help client plan	24	19.0	17	12.1	41	15.4
92) Doesn't help client get clarification	22	17.5	11	7.8	33	12.4
93) Doesn't help client get social support	40	31.7	13	9.2	53	19.9
94) Doesn't help client get self-control	45	35.7	14	9.9	59	22.1
MEAN PER CENT[c] DK RESPONSE	----	24.0	----	8.9	----	16.1

(continued)

Table 6-2 (continued)

ATTRIBUTES	Per cent of practitioners[b] giving DK responses					
	LIBRARY		AGENCY		TOTAL	
	n	%	n	%	n	%
EXPERT QUESTIONS (What do clients want practitioners to know about them and their situations)						
95) The nature of situation	2	1.6	0	0.0	2	0.7
96) The characteristics of client	3	2.4	0	0.0	3	1.1
97) The restraints on client	4	3.2	0	0.0	4	1.5
98) The client's efforts so far	3	2.4	0	0.0	3	1.1
MEAN PER CENT[c] DK RESPONSE	----	2.4	----	0.0	----	1.1
LIBRARY INFORMATION EXPECTATION (Do clients expect libraries to have information that will help)						
99) Not likely at all	1	0.8	31	22.0	32	12.0
100) Somewhat unlikely	2	1.6	29	20.6	31	11.6
101) Somewhat likely	1	0.8	26	18.4	27	10.1
102) Very likely	0	0.0	27	19.1	27	10.1
MEAN PER CENT[c] DK RESPONSE	----	0.8	----	20.0	----	11.0

(continued)

Table 6-2 (continued)

ATTRIBUTES	Per cent of practitioners[b] giving DK responses					
	LIBRARY		AGENCY		TOTAL	
	n	%	n	%	n	%
BARRIERS TO RESOLUTION (What barriers do clients see to resolution)						
103) The situation is not resolvable	17	13.5	0	0.0	17	6.4
104) The situation is not in the client's control	21	16.7	3	2.1	24	9.0
105) The client lacks resources	16	12.7	2	1.4	18	6.7
106) The client's emotions or inactivity	39	31.0	8	5.7	47	17.6
107) The client doesn't understand others	42	33.3	6	4.3	48	18.0
108) The client lacks information	5	4.0	3	2.1	8	3.0
109) An institution (formal group) stands in way	24	19.0	4	2.8	28	10.5
110) An individual or peer/kin group stands in way	42	33.3	8	5.7	50	18.7
111) The situation is too complex	19	15.1	4	2.8	23	8.6
112) The situation is recurring	37	29.4	3	2.1	40	15.0
113) The situation is a societal issue	30	23.8	7	5.0	37	13.9
114) The client lacks time	13	10.3	7	5.0	20	7.5
115) The resolution is delayed	35	27.8	17	12.1	52	19.5
MEAN PER CENT[c] DK RESPONSE	----	20.8	----	3.9	----	11.9
N (# of respondents)[bc]	126	----	141	----	267	----

(continued)

Table 6-2 (continued)

---

[a] In the process of applying the attributes to their "collective clients", practitioners could make a "don't know" response, indicating either that they did not know how the attribute applied or that in the course of their relationships with clients they were not privy to this aspect of their clients' lives. The percentages listed in this table are the per cents of all practitioners who indicated "don't know" on each attribute.

[b] There was a total of 267 practitioner respondents; 141 of these were agency practitioners and 126 were library practitioners. All respondents completed the "collective client" section of the questionnaire. The baseline ns for these percentages then are listed in this footnote.

[c] The mean per cent of DK response is computed by summing the per cents in the section above and dividing by the number of attributes in that section.

Table 6-3

Summary across attribute sections of the "don't know" responses[a] on estimates of how the "checklist" attributes applied to "collective client" situations across practitioner samples.

ATTRIBUTE SECTIONS	Mean per cent of practitioners[b] DK responses		
	LIBRARY	AGENCY	TOTAL
Topic focus	6.9	3.9	5.3
Resolution state	8.4	3.5	5.9
Nature of client request	0.5	0.2	0.4
Explicitness of request	0.5	0.5	0.5
Stability of request	2.4	0.7	1.5
Client movement state	12.1	2.2	6.9
Social embeddedness	19.3	4.5	11.5
Situation embeddedness	19.8	2.1	10.5
Perceptual embeddedness	2.8	1.8	2.3
Preferred perspective	16.9	5.2	10.7
Orientational state	13.8	3.1	8.2
Situation-facing tactics	22.0	6.1	13.6
Situation-facing strategies	7.1	1.3	4.0
Amount of information seeking	2.1	0.9	1.5
Use of institutional sources	12.7	10.3	11.4
Information types	5.3	1.2	3.1
Information questions	7.4	1.4	4.2
Ease of information finding	1.6	3.5	2.6
Helping information utilities	9.2	2.1	5.5
Non-helping information utilities	24.0	8.9	16.1
Expert questions	2.4	0.0	1.1
Library information expectation	0.8	20.0	11.0
Barriers to resolution	20.8	3.9	11.9
N (# of respondents)	126	141	267

---

[a] This table reports the mean per cent figures from Table 6-2. See footnote a of Table 6-2 for an explanation of the "don't know" response. See footnote c of the same table for an explanation of mean per cent.

[b] See footnote b of Table 6-2 for an explanation of ns.

Table 6-5

Citizen discrepancy scores[a] for "collective client" estimates on all "checklist" attributes across the practitioner samples.

ATTRIBUTES	Per cent of situations		Citizen discrepancy scores across the practitioner[c] samples		
	CITIZEN[b]		LIBRARY[e]	AGENCY[e]	TOTAL[e]
	Raw[d] %	Standard[e] %			
TOPIC FOCUS (Topic focus of situations)					
1) Neighborhood	23.6	6.0	-3.4	-3.6	-3.6
2) Consumer	36.0	9.2	-2.9	-5.3	-4.6
3) Housing	17.2	4.4	-1.9	+1.5	+0.4
4) Employment	42.3	10.8	-4.8	-2.4	-3.3
5) Education & schooling	33.3	8.5	-1.4	-3.2	-2.7
6) Health	38.2	9.7	-5.5	+0.4	-1.5
7) Housekeeping & household maintenance	24.3	6.2	+1.6	-2.5	-1.2
8) Transportation	16.5	4.2	-1.3	+0.7	+0.1
9) Recreation & culture	10.5	2.7	+6.2	+1.4	+2.9
10) Financial matters & assistance	34.1	8.7	-3.7	-2.1	-2.6
11) Public assistance & social security	7.9	2.0	+0.3	+7.3	+5.2
12) Discrimination & race relations	7.1	1.8	+0.5	+1.9	+1.5
13) Child care, family & personal	50.9	13.0	-6.3	-4.3	-5.0
14) Legal	7.1	1.8	+2.3	+3.3	+3.0
15) Family planning & birth control	0.4	0.1	+2.9	+2.4	+2.5
16) Crime & safety	29.2	7.4	-5.0	-3.8	-4.1
17) Immigration, migration & mobility	1.1	0.3	+2.5	+2.4	+2.5
18) Veterans & military	0.7	0.2	+1.2	+1.5	+1.4
19) Public affairs	11.6	3.0	+7.0	-0.5	+1.9
20) Other[g]	----	----	----	----	----
MEAN ABSOLUTE DISCREPANCY[f]	----	----	3.2	2.7	2.6
RESOLUTION STATE (Resolution state of situations)					
21) Unresolved	59.0	59.0	-32.9	-21.0	-26.1
22) Partially resolved	20.3	20.3	+19.0	+15.8	+17.2
23) Completely resolved	20.7	20.7	+13.9	+ 5.1	+ 8.9
MEAN ABSOLUTE DISCREPANCY[f]	----	----	21.9	14.0	17.4

(continued)

Table 6-5 (continued)

ATTRIBUTES	Per cent of situations CITIZEN[b] Raw[d] %	 Standard[e] %	Citizen discrepancy scores across the practitioner[c] samples LIBRARY[e]	 AGENCY[e]	 TOTAL[e]
NATURE OF CLIENT REQUEST (What are clients asking you to do)					
24) Listen to a complaint	91.0	49.4	-38.7	-24.4	-30.2
25) Fill an information request	21.0	11.4	+46.0	+22.2	+31.9
26) Fill a resource/service request	72.3	39.2	- 7.3	+ 2.2	- 1.7
MEAN ABSOLUTE DISCREPANCY[f]	----	-----	30.7	16.3	21.3
EXPLICITNESS OF REQUEST (How explicit are client requests)					
27) Not explicit at all	39.2	39.2	-21.3	-23.5	-22.5
28) Somewhat explicit	45.8	45.8	- 5.8	- 9.8	- 7.9
29) Explicit	15.0	15.0	+27.4	+33.8	+30.5
MEAN ABSOLUTE DISCREPANCY[f]	----	----	18.2	22.4	20.3
STABILITY OF REQUEST (How stable are client requests)					
30) Not stable at all	37.7	37.7	-21.3	-19.5	-20.3
31) Somewhat stable	25.4	25.4	+ 4.9	+ 2.8	+ 3.8
32) Stable	36.9	36.9	+16.3	+16.8	+16.5
MEAN ABSOLUTE DISCREPANCY[f]	----	----	14.2	13.0	13.5
CLIENT MOVEMENT STATE (What are clients trying to do in their situations)					
33) Make a decision	57.0	19.2	- 3.1	- 3.3	- 3.5
34) Get around an obstacle	64.9	21.8	- 8.0	+ 1.5	- 1.9
35) Cope with a worry	59.6	20.0	-11.0	- 1.3	- 4.5
36) Live with a problematic situation	56.6	19.0	- 9.1	- 3.2	- 5.1
37) Get informed	59.2	19.9	+31.3	+ 6.3	+15.1
MEAN ABSOLUTE DISCREPANCY[f]	----	-----	12.5	3.1	6.0

(continued)

Table 6-5 (continued)

ATTRIBUTES	Per cent of situations CITIZEN[b]		Citizen discrepancy scores across the practitioner[c] samples		
	Raw[d] %	Standard[e] %	LIBRARY[e]	AGENCY[e]	TOTAL[e]
SOCIAL EMBEDDEDNESS (How many others are involved in client situations)					
38) No others	21.0	21.0	+22.6	+ 0.9	+ 9.8
39) One or two others	57.5	57.5	-26.8	-20.5	-23.0
40) Three or more others	21.4	21.4	+ 4.1	+19.6	+13.3
MEAN ABSOLUTE DISCREPANCY[f]	----	----	17.8	13.7	15.4
SITUATION EMBEDDEDNESS (How independent are client situations from other situations)					
41) Independent	44.9	44.9	+ 8.2	-14.7	- 5.6
42) Tied in with other situations	55.1	55.1	- 8.2	+14.7	+ 5.6
MEAN ABSOLUTE DISCREPANCY[f]	----	----	8.2	14.7	5.6
PERCEPTUAL EMBEDDEDNESS (Do clients find it easy or hard to get at the heart of their situations)					
43) Easy to get at the heart of	39.0	39.0	+19.1	+ 2.7	+10.1
44) Hard to get at the heart of	61.0	61.0	-19.1	- 2.7	-10.1
MEAN ABSOLUTE DISCREPANCY[f]	----	----	19.1	2.7	10.1
PREFERRED PERSPECTIVE (What perspective do clients prefer for their situations)					
45) Stand back	22.6	23.7	+ 2.7	+ 0.9	+ 1.7
46) Get up close	33.1	34.7	+ 9.3	+ 5.5	+ 7.0
47) Both stand back/get up close	39.8	46.8	-17.2	-11.6	-13.8
MEAN ABSOLUTE DISCREPANCY[f]	----	----	9.7	6.0	7.5

Table 6-5 (continued)

ATTRIBUTES	Per cent of situations		Citizen discrepancy scores across the practitioner[c] samples		
	CITIZEN[b]		LIBRARY[e]	AGENCY[e]	TOTAL[e]
	Raw[d] %	Standard[e] %			
ORIENTATIONAL STATE (What do clients pay attention to in their situations)					
48) Internal self	44.9	17.1	+ 7.3	+ 8.3	+ 7.9
49) External self	89.0	38.3	-20.9	-17.7	-19.1
50) Internal other	13.9	5.3	+ 8.5	+ 9.1	+ 8.9
51) External other	64.1	24.4	- 7.1	- 1.7	- 3.8
52) Non-human objects or conditions	50.6	19.3	+ 7.9	- 2.3	+ 1.6
MEAN ABSOLUTE DISCREPANCY[f]	----	----	10.3	7.8	8.3
SITUATION-FACING TACTICS (How do clients respond in situations)					
53) By directing or pointing	66.8	21.8	- 7.1	-10.7	- 9.5
54) By connecting to others	40.9	13.3	- 0.9	- 0.7	- 0.9
55) By stopping	41.3	13.5	- 7.6	- 4.8	- 5.6
56) By continuing/agreeing/ giving in	20.6	6.7	+ 3.2	+ 2.0	+ 2.4
57) By repeating	3.6	1.2	+ 6.8	+ 7.8	+ 7.4
58) By being directed or pointed	40.1	13.1	+ 2.9	- 0.5	+ 0.5
59) By being connected by others	17.8	5.8	+ 5.9	+ 5.1	+ 5.3
60) By being stopped	62.8	20.5	-15.0	-11.6	-12.6
61) By being agreed with	3.6	1.2	+ 8.0	+ 8.7	+ 8.5
62) By being made to repeat	9.3	3.0	+ 3.7	+ 4.6	+ 4.4
MEAN ABSOLUTE DISCREPANCY[f]	----	----	6.1	5.7	5.7

(continued)

Table 6-5 (continued)

ATTRIBUTES	Per cent of situations		Citizen discrepancy scores across the practitioner[c] samples		
	CITIZEN[b]		LIBRARY[e]	AGENCY[e]	TOTAL[e]
	Raw[d] %	Standard[e] %			
SITUATION-FACING STRATEGIES (What strategies do clients use for situation-facing)					
63) Interpersonal strategy	75.3	29.4	- 7.8	- 1.1	- 3.6
64) Decisioning strategy	32.2	12.6	+ 2.7	+ 2.0	+ 2.4
65) Cognitive strategy	42.3	16.5	+ 2.1	- 8.3	- 4.5
66) Getting-someone-to-help strategy	45.7	17.9	+20.5	+14.2	+16.5
67) Emotional strategy	60.3	23.6	-17.6	- 6.8	-10.8
MEAN ABSOLUTE DISCREPANCY[f]	----	----	10.1	6.5	7.6
AMOUNT OF INFORMATION SEEKING (How much information do clients seek in their situations)					
68) None	27.3	27.3	-18.8	-11.5	-14.7
69) 1-2 information things	50.6	50.5	+ 9.3	- 2.7	+ 2.6
70) 3 or more information things	22.1	22.1	+ 9.5	+14.2	+12.1
MEAN ABSOLUTE DISCREPANCY[f]	----	----	12.5	9.5	9.8
USE OF INSTITUTIONAL SOURCES (Do clients use institutional sources to get information)					
71) No institutional sources	62.5	62.5	-34.2	-30.1	-31.8
72) One or more institutional sources	37.5	37.5	+34.2	+30.1	+31.8
MEAN ABSOLUTE DISCREPANCY[f]	----	----	34.2	30.1	31.8

(continued)

Table 6-5 (continued)

ATTRIBUTES	Per cent of situations		Citizen discrepancy scores across the practitioner[c] samples		
	CITIZEN[b]		LIBRARY[e]	AGENCY[e]	TOTAL[e]
	Raw[d] %	Standard[e] %			
INFORMATION TYPES (What type of information do clients seek in their situations)					
73) INFORMATION_1	40.4	40.6	+12.2	+ 1.5	+ 6.2
74) INFORMATION_2	30.0	30.1	-11.4	- 5.3	- 7.9
75) INFORMATION_3	29.2	29.3	- 0.8	+ 3.7	+ 1.7
MEAN ABSOLUTE DISCREPANCY[f]	----	----	8.1	3.5	5.3
INFORMATION QUESTIONS (What do clients want to learn in their situations)					
76) To assess the situation/ system	30.7	27.2	- 8.7	- 6.4	- 7.2
77) To learn options, alternatives	12.7	11.2	+ 3.9	+ 6.2	+ 5.3
78) To locate in time & space	12.0	10.6	+ 2.0	+ [illegible].0	+ 3.3
79) To learn reasons & causes	22.8	20.2	- 5.9	- 7.7	- 7.0
80) To learn ideas of others	12.0	10.6	+ 7.3	+ 2.6	+ 4.3
81) To learn procedures	22.7	20.1	+ 1.5	+ 1.4	+ 1.4
MEAN ABSOLUTE DISCREPANCY[f]	----	----	4.9	4.7	4.8
EASE OF INFORMATION FINDING (Do clients see information as easy or hard to find)					
82) Easy to find information	53.4	53.3	- 4.7	-23.4	-14.8
83) Hard to find information	33.7	33.7	+ 7.5	+17.5	+12.9
84) Impossible to find information	13.0	13.0	- 2.9	+ 5.9	+ 1.9
MEAN ABSOLUTE DISCREPANCY[f]	----	----	5.0	15.6	9.9

(continued)

Table 6-5 (continued)

ATTRIBUTES	Per cent of situations		Citizen discrepancy scores across the practitioner[c] samples		
	CITIZEN[b]		LIBRARY[e]	AGENCY[e]	TOTAL[e]
	Raw[d] %	Standard[e] %			
HELPING INFORMATION UTILITIES (When information is seen as helpful, how do client see it as helping)					
85) Helps client make progress	51.0	33.6	- 3.0	-10.1	- 7.7
86) Helps client plan	30.6	20.1	+ 1.8	- 0.8	0.0
87) Helps client get clarification	42.8	28.2	- 6.1	- 8.9	- 8.0
88) Helps client get social support	10.2	6.7	+ 6.3	+12.8	+10.8
89) Helps client get self-control	17.3	11.4	+ 1.1	+ 6.9	+ 5.0
MEAN ABSOLUTE DISCREPANCY[f]	----	----	3.7	7.9	6.3
NON-HELPING INFORMATION UTILITIES (When information is seen as not helpful, why do clients say it doesn't help)					
90) Doesn't help client make progress	71.4	54.1	-23.0	-31.8	-29.0
91) Doesn't help client plan	17.8	13.5	+ 6.9	+ 5.4	+ 5.6
92) Doesn't help client get clarification	21.4	16.2	+ 7.7	+ 1.3	+ 3.2
93) Doesn't help client get social support	10.7	8.1	+ 5.3	+10.9	+ 9.2
94) Doesn't help client get self-control	10.7	8.1	+ 3.2	+14.1	+11.0
MEAN ABSOLUTE DISCREPANCY[f]	----	----	9.2	12.7	11.6

(continued)

Table 6-5 (continued)

ATTRIBUTES	Per cent of situations		Citizen discrepancy scores across the practitioner[c] samples		
	CITIZEN[b]		LIBRARY[e]	AGENCY[e]	TOTAL[e]
	Raw[d] %	Standard[e] %			
EXPERT QUESTIONS (What do clients want practitioners to know about them and their situations)					
95) The nature of situation	24.6	25.1	+10.5	+ 5.1	+ 6.8
96) The characteristics of client	36.7	37.4	-19.6	-14.6	-16.2
97) The restraints on client	16.4	16.7	+ 3.6	+ 5.8	+ 5.1
98) The client's efforts so far	20.3	20.7	+ 5.7	+ 3.8	+ 4.4
MEAN ABSOLUTE DISCREPANCY[f]	----	----	9.9	7.3	8.1
LIBRARY INFORMATION EXPECTATION (Do clients expect libraries to have information that will help)					
99) Not likely at all	49.6	49.6	-43.4	- 3.7	-23.7
100) Somewhat unlikely	12.7	12.7	- 3.0	+15.5	+ [illegible].3
101) Somewhat likely	18.9	18.9	+15.3	- 3.7	+ 5.8
102) Very likely	18.9	18.9	+31.0	- 8.2	+11.5
MEAN ABSOLUTE DISCREPANCY[f]	----	----	23.2	7.8	11.8

(continued)

Table 6-5 (continued)

ATTRIBUTES	Per cent of situations		Citizen discrepancy scores across the practitioner[c] samples		
	CITIZEN[b]		LIBRARY[e]	AGENCY[e]	TOTAL[e]
	Raw[d] %	Standard[e] %			
BARRIERS TO RESOLUTION (What barriers do clients see to resolution)					
103) The situation is not resolvable	4.7	4.1	- 0.5	+ 0.2	0.0
104) The situation is not in the client's control	5.7	5.0	+ 1.3	+ 5.2	+ 4.0
105) The client lacks resources	17.5	15.3	- 5.3	- 4.5	- 4.9
106) The client's emotions or inactivity	13.7	11.9	- 8.2	- 6.3	- 6.8
107) The client doesn't understand others	2.4	2.1	+ 2.5	+ 3.7	+ 3.5
108) The client lacks information	10.0	8.7	+ 9.9	+ 1.0	+ 3.5
109) An institution (formal group) stands in way	15.2	13.3	- 4.7	- 1.8	- 2.7
110) An individual or peer/kin group stands in way	10.4	9.1	- 4.2	- 2.7	- 3.0
111) The situation is too complex	0.0	0.0	+ 8.6	+ 8.5	+ 8.4
112) The situation is recurring	10.4	9.1	- 3.2	- 1.2	- 1.6
113) The situation is a societal issue	7.1	6.2	+ 0.1	+ 3.5	+ 2.6
114) The client lacks time	2.4	2.1	+ 9.7	+ 1.6	+ 4.0
115) The resolution is delayed	15.2	13.3	- 6.2	- 7.5	- 7.2
MEAN ABSOLUTE DISCREPANCY[f]	----	----	5.0	3.7	4.0
OVERALL MEAN ABSOLUTE DISCREPANCY[f]	----	----	9.8	7.6	8.1
N (# of respondents)[bc]	300	300	126	141	267

(continued)

Table 6-5 (continued)

---

[a] This table focuses on the degree of discrepancy between how practitioner respondents saw their clients and how the general population citizen respondents described themselves. The citizen discrepancy scores measure the degree to which practitioner and citizen descriptions differ. The higher the absolute value of the score, the greater the discrepancy.

[b] See footnote b in Table 6-4 for an explanation of the ns behind the citizen data.

[c] See footnote c in Table 6-4 for an explanation of the ns behind the practitioner data.

[d] The raw per cents listed here are taken directly from Table 6-4. They indicate the per cent of eligible general population citizen respondents who described themselves or were described by content analysis with each attribute.

[e] See Chapter V for an explanation of how these scores are calculated.

[f] The mean absolute discrepancy is simply the sum of the discrepancies for individual attributes, ignoring sign, divided by the number of attributes summed. It is a measure of the degree to which the practitioners were discrepant in an attribute section regardless of the direction of the discrepancy.

[g] Citizen data on topic focus came from the application of a coding scheme to citizen articulation of situations. In the scheme used, there was no direct equivalent of "other," so a comparison cannot be made. (See Content Analysis Scheme #3 in the Phase I Report.)

Table 6-6

The twenty attributes with the highest citizen discrepancy scores[a] in the "collective client" estimates across the practitioner samples.

ATTRIBUTES	Citizen discrepancy scores with ranks within the practitioner[b] samples.					
	LIBRARY		AGENCY		TOTAL	
	Rank[c]	Score[d]	Rank[c]	Score[d]	Rank[c]	Score[d]
21) Unresolved	6.0	-32.9	9.0	-21.0	7.0	-26.1
22) Partially resolved	20.0	+19.0	16.0	+15.8	13.0	+17.2
24) Listen to a complaint	3.0	-38.7	5.0	-24.4	5.0	-30.2
25) Fill an information request	1.0	+46.0	8.0	+22.2	1.0	+31.9
27) Not explicit at all	13.5	-21.3	6.0	-23.5	10.0	-22.5
29) Explicit	9.0	+27.4	1.0	+33.8	4.0	+30.5
30) Not stable at all	13.5	-21.3	12.0	-19.5	11.0	-20.3
32) Stable	24.0	+16.3	15.0	+16.8	14.5	+16.5
37) Get informed	7.0	+31.3	46.5	+ 6.3	17.0	+15.1
38) No others	12.0	+22.6	102.5	+ 0.9	30.0	+ 9.8
39) One or two others	10.0	-26.8	10.0	-20.5	9.0	-23.0
40) Three or more others	75.0	+ 4.1	11.0	+19.6	21.0	+13.3
41) Independent	42.0	+ 8.2	18.5	-14.7	53.5	- 5.6
42) Tied in with other situations	42.0	- 8.2	18.5	+14.7	53.5	+ 5.6
43) Easy to get at heart of	18.5	+19.1	76.5	+ 2.7	28.5	+10.1
44) Hard to get at heart of	18.5	-19.1	76.5	- 2.7	28.5	-10.1
47) Both stand back/get up close	23.0	-17.2	25.5	-11.6	20.0	-13.8
49) External self	15.0	-20.9	13.0	-17.7	12.0	-19.1
66) Getting-someone-to-help strategy	16.0	+20.5	21.5	+14.2	14.5	+16.5
68) None	21.0	-18.8	27.0	-11.5	19.0	-14.7
71) No institutional sources	4.5	-34.2	3.5	-30.1	2.5	-31.8
72) One or more institutional sources	4.5	+34.2	3.5	+30.1	2.5	+31.8
82) Easy to find information	72.5	- 4.7	7.0	-23.4	18.0	-14.8
83) Hard to find information	49.0	+ 7.5	14.0	+17.5	22.0	+12.9
90) Doesn't help make progress	11.0	-23.0	2.0	-31.8	6.0	-29.0
96) The characteristics of the client	17.0	-19.6	20.0	-14.6	16.0	-16.2
99) Not likely at all	2.0	-43.4	66.5	- 3.7	8.0	-23.7
100) Somewhat unlikely	84.5	- 3.0	17.0	+15.5	50.0	+ 6.3
102) Very likely	8.0	+31.0	38.0	- 8.2	24.0	+11.5
N (# of respondents)[b]	126	----	141	----	267	----

(continued)

Table 6-6 (continued)

---

[a] This table is derived from Table 6-5. It lists the 20 attributes with the highest citizen discrepancy scores in the "collective client" estimates, regardless of sign, for the library sub-sample, the agency sub-sample, or the total practitioner sample.

[b] See footnote c in Table 6-4 for an explanation of the ns behind the practitioner data.

[c] This column gives the ranks, with a rank of 1.0 indicating the attribute with the highest absolute citizen discrepancy score for that sample.

[d] This column gives the citizen discrepancy scores as listed in Table 6-5. See Chapter V for an explanation of how those scores are calculated.

Table 6-7

Summary across attribute sections of the mean absolute citizen discrepancy scores[a] for "collective client" analyses across the practitioner samples.

ATTRIBUTE SECTIONS	Mean absolute citizen discrepancy scores across the practitioner[b] samples		
	LIBRARY	AGENCY	TOTAL
Topic focus	3.2	2.7	2.6
Resolution state	21.9	14.0	17.4
Nature of client request	30.7	16.3	21.3
Explicitness of request	18.2	22.4	20.3
Stability of request	14.2	13.0	13.5
Client movement state	12.5	3.1	6.0
Social embeddedness	17.8	13.7	15.4
Situation embeddedness	8.2	14.7	5.6
Perceptual embeddedness	19.1	2.7	10.1
Preferred perspective	9.7	6.0	7.5
Orientational state	10.3	7.8	8.3
Situation-facing tactics	6.1	5.7	5.7
Situation-facing strategies	10.1	6.5	7.6
Amount of information seeking	12.5	9.5	9.8
Use of institutional sources	34.2	30.1	31.8
Information types	8.1	3.5	5.3
Information questions	4.9	4.7	4.8
Ease of information finding	5.0	15.6	9.9
Helping information utilities	3.7	7.9	6.3
Non-helping information utilities	9.2	12.7	11.6
Expert questions	9.9	7.3	8.1
Library information expectation	23.2	7.8	11.8
Barriers to resolution	5.0	3.7	4.0
N (# of respondents)	126	141	267

[a] This table pulls out the mean absolute discrepancy figures from Table 6-6. For an explanation of mean absolute citizen discrepancy scores, see footnote f in Table 6-5. See Chapter V for an explanation of how citizen discrepancy scores are calculated.

[b] See footnote c in Table 6-4 for an explanation of the ns behind the practitioner data.

Table 6-10

Graphed comparison[a] of citizen discrepancy scores and attribute emphasis
twenty highest absolute values on one or both scores in the "collective

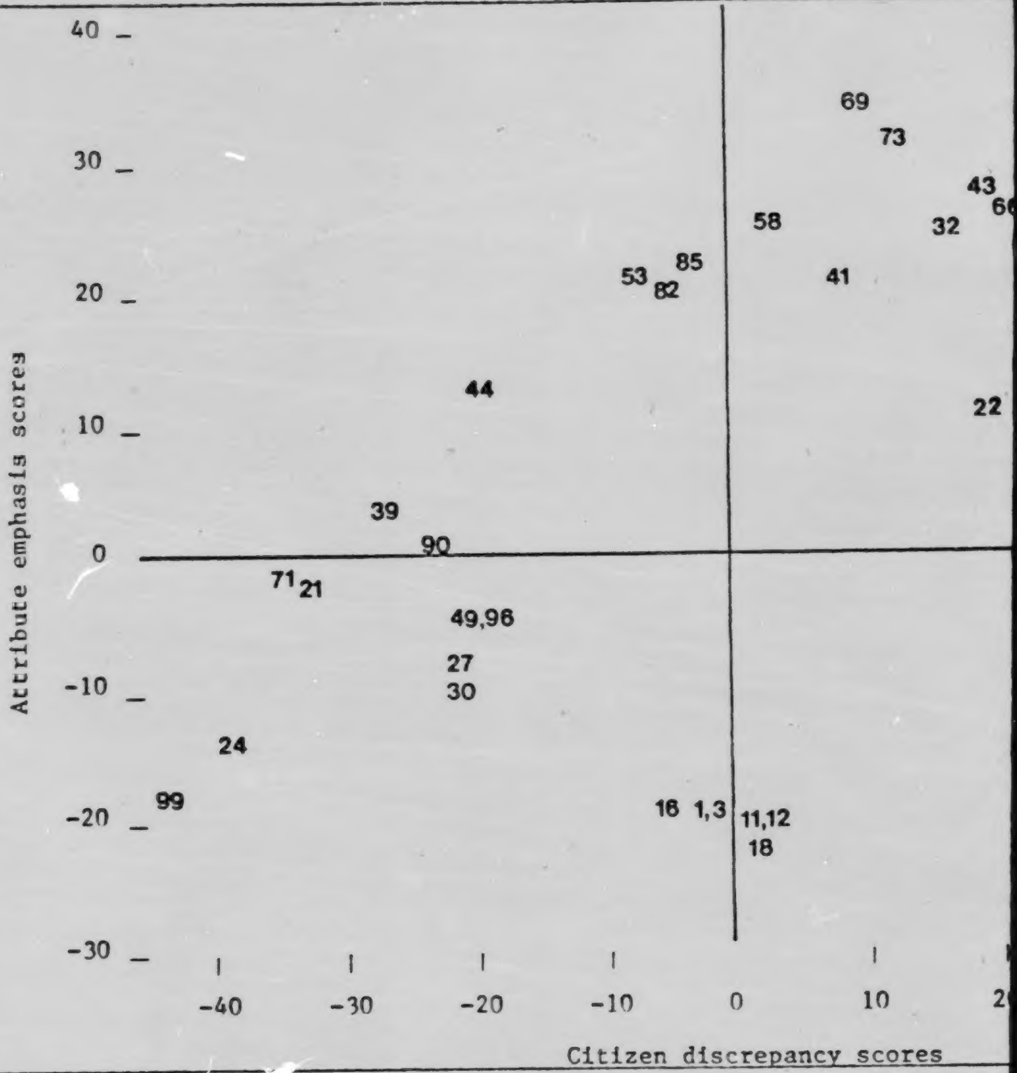
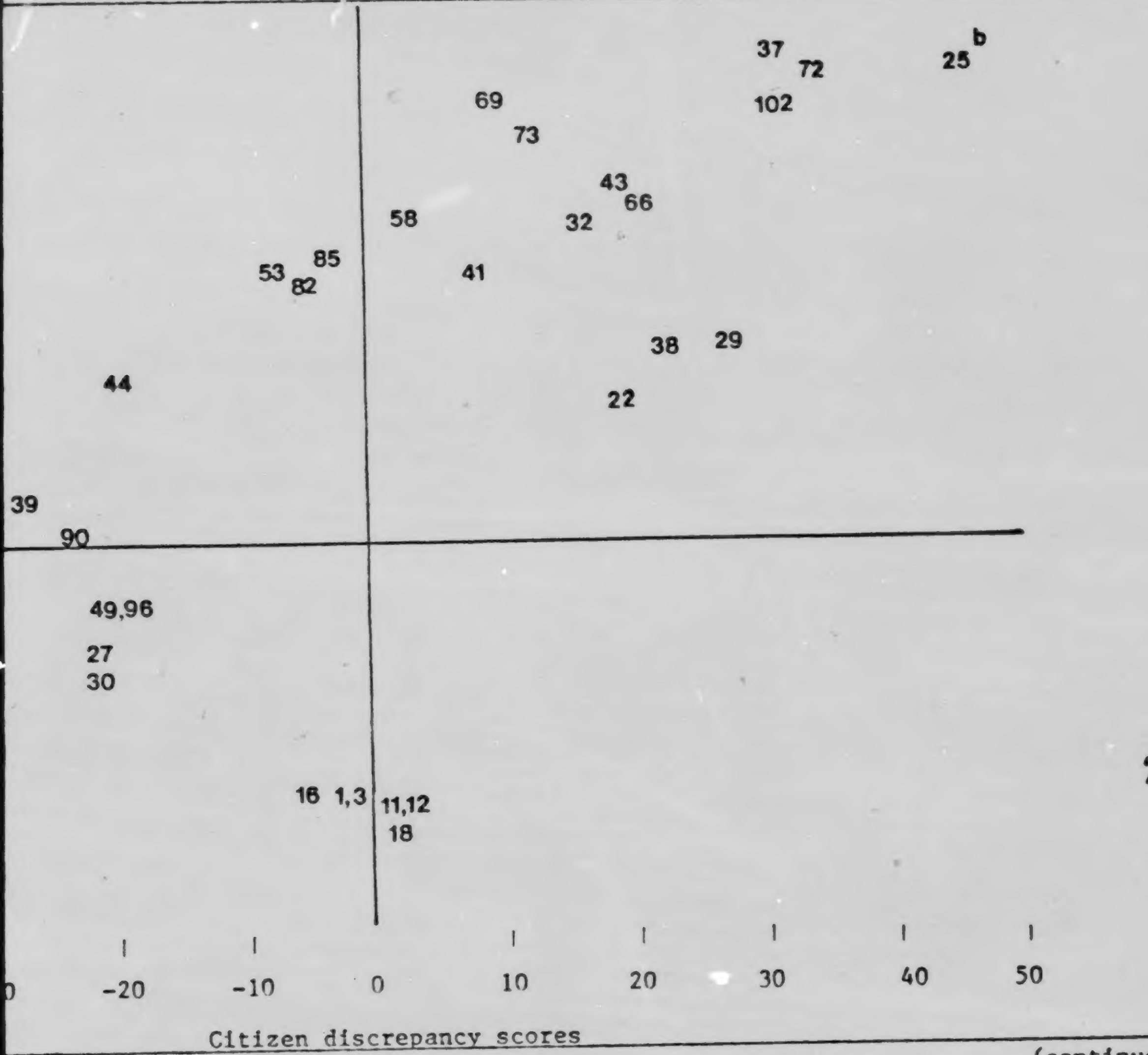


Table 6-10

en discrepancy scores and attribute emphasis scores for the attributes[b] with the es on one or both scores in the "collective client" analysis for the library sub-sample



(continued)

Table 6-10 (continued)

---

[a] This table is extrapolated from Tables 6-5, 6-6, 6-8, and 6-9. highest absolute citizen discrepancy and/or absolute attribute client" analysis is included in this table. See the preceding citizen discrepancy scores are taken from Table 6-5. The attri Table 6-8. See Chapter V for explanations of how scores were

[b] The attributes are referred to by the standard attribute identi report. The attributes graphed above are:

TOPIC FOCUS
(Topic focus of situations)
1 = Neighborhood
3 = Housing
11 = Public assistance & social security
12 = Discrimination & race relations
16 = Crime & safety
18 = Veterans & military

RESOLUTION STATE
(Resolution state of situations)
21 = Unresolved
22 = Partially resolved

NATURE OF CLIENT REQUEST
(What are clients asking you to do)
24 = Listen to a complaint
25 = Fill an information request

EXPLICITNESS OF REQUEST
(How explicit are client requests)
27 = Not explicit at all
29 = Explicit

STABILITY
(How stable
30 = Not st
32 = Stable

CLIENT MOVE
(What are c
situations)
37 = Get in

SOCIAL EMBE
(How many o
situations)
38 = No oth
39 = One or

SITUATION E
(How indepe
other situa
41 = Indepe

PERCEPTUAL
(Do clients
the heart o
43 = Easy t
44 = Hard t

Table 6-10 (continued)

lated from Tables 6-5, 6-6, 6-8, and 6-9. Any attribute with one of the twenty
zen discrepancy and/or absolute attribute emphasis scores in the 'collective
ncluded in this table. See the preceding tables for an explanation of ns. The
cores are taken from Table 6-5. The attribute emphasis scores are taken from
ter V for explanations of how scores were calculated.

ferred to by the standard attribute identification numbers used throughout this
es graphed above are:

tions)

& social security
race relations

ry

ituations)

d

ST
ng you to do)
aint
on request

T
nt requests)
ll

STABILITY OF REQUEST
(How stable are client requests)
30 = Not stable at all
32 = Stable

CLIENT MOVEMENT STATE
(What are clients trying to do in their situations)
37 = Get informed

SOCIAL EMBEDDEDNESS
(How many others are involved in client situations)
38 = No others
39 = One or two others

SITUATION EMBEDDEDNESS
(How independent are client situations from other situations)
41 = Independent

PERCEPTUAL EMBEDDEDNESS
(Do clients find it easy or hard to get at the heart of their situations)
43 = Easy to get at the heart of
44 = Hard to get at the heart of

(continued)

Table 6-10 (continued)

ORIENTATIONAL STATE
(What do clients pay attention to in their situations)
49 = External self

SITUATION-FACING TACTICS
(How do clients respond in situations)
53 = By directing or pointing
58 = By being directed or pointed

SITUATION-FACING STRATEGIES
(What strategies do clients use for situation-facing)
66 = Getting-someone-to-help strategy

AMOUNT OF INFORMATION SEEKING
(How much information do clients seek in their situations)
69 = 1-2 information things

USE OF INSTITUTIONAL SOURCES
(Do clients use institutional sources to get information)
71 = No institutional sources
72 = One or more institutional sources

INFORMATION TYPES
(What type of information do clients seek in their situations)
73 = INFORMATION$_1$

EASE OF INFORMATION FINDING
(Do clients see information as easy or hard to find)
82 = Easy to find information

HELPING I
(When inf
clients s
85 = Helps

NON-HELPI
(When inf
why do cl
90 = Does

EXPERT QU
(What do
about the
96 = The

LIBRARY I
(Do clien
ation tha
99 = Not
102 = Ver

Table 6-10 (continued)

ttention to in their

CS
nd in situations)
ointing
or pointed

EGIES
ients use for situation-

o-help strategy

SEEKING
do clients seek in

hings

OURCES
utional sources

sources
tutional sources

ion do clients
ns)

NDING
ation as easy or

rmation

HELPING INFORMATION UTILITIES
(When information is seen as helpful, how do clients see it as helping)
85 = Helps client make progress

NON-HELPING INFORMATION UTILITIES
(When information is seen as not helpful, why do clients say it doesn't help)
90 = Doesn't help client make progress

EXPERT QUESTIONS
(What do clients want practitioners to know about them and their situations)
96 = The characteristics of client

LIBRARY INFORMATION EXPECTATION
(Do clients expect libraries to have information that will help)
99 = Not likely at all
102 = Very likely

Table 6-11

Graphed comparison[a] of citizen discrepancy scores and attribute emphasi
with the twenty highest absolute values on one or both scores in the "c
agency sub-sample.

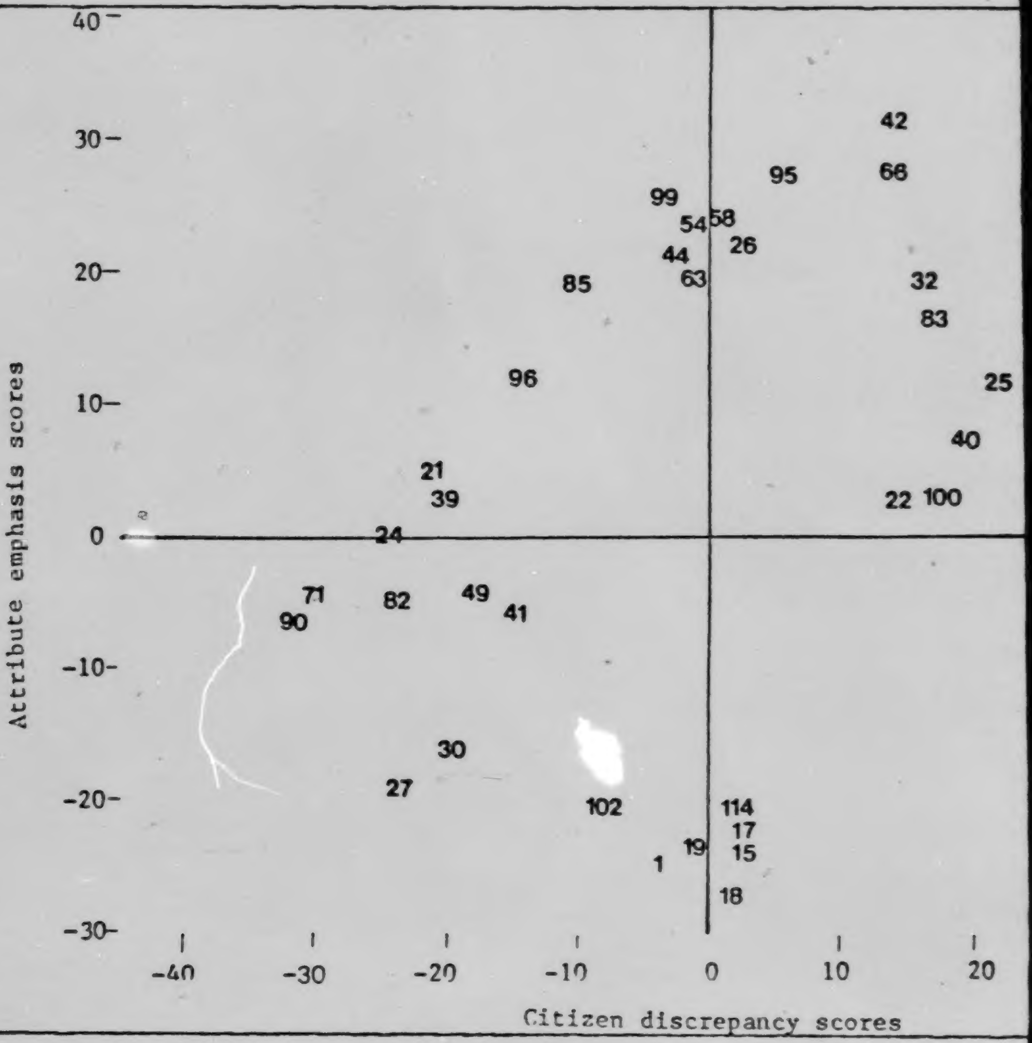
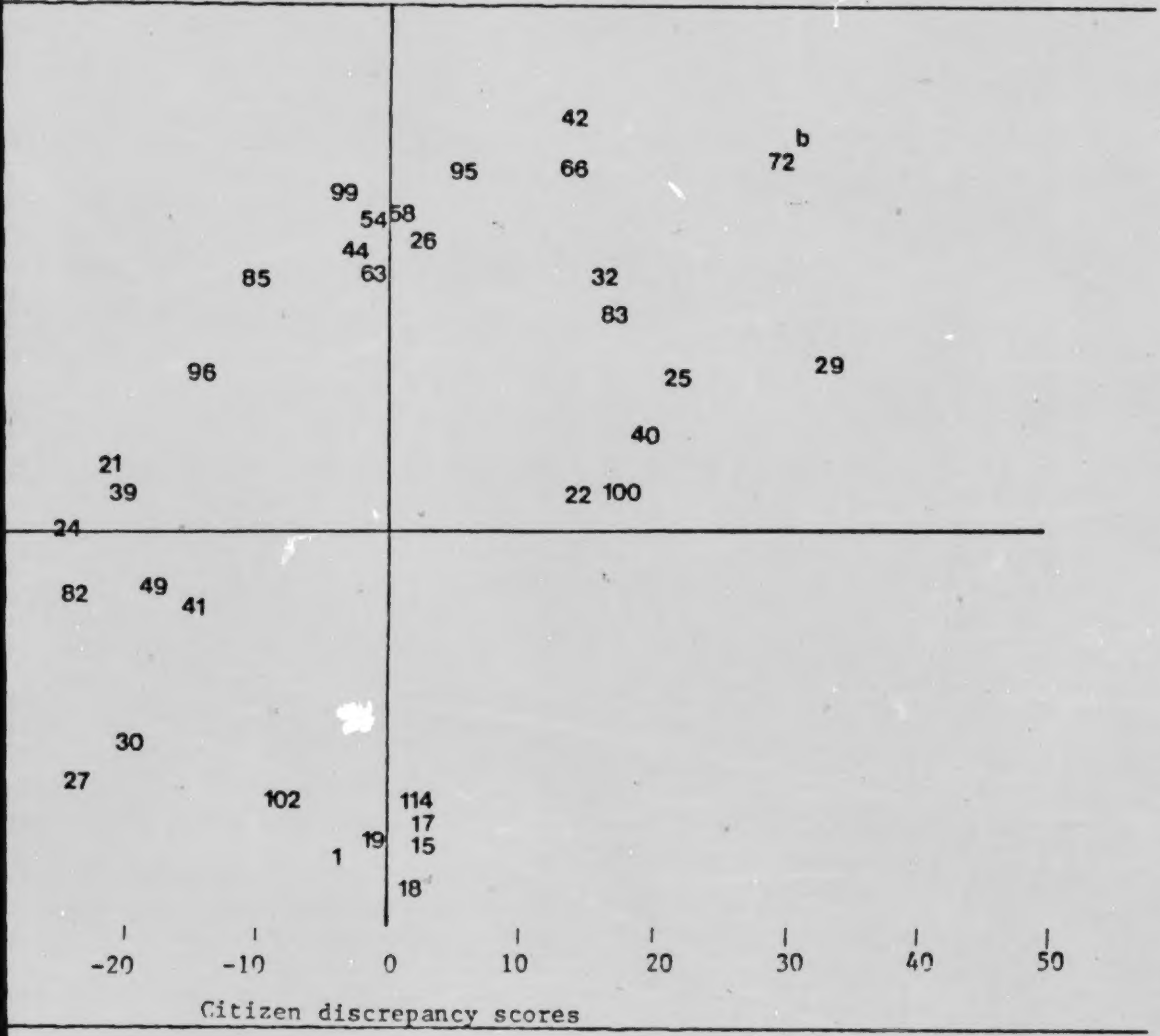


Table 6-11

citizen discrepancy scores and attribute emphasis scores for the attributes[b] absolute values on one or both scores in the "collective client" analysis for the



(continued)

---

[a] This table is extrapolated from Tables 6-5, 6-6, 6-8, and 6-9. Any att
highest absolute citizen discrepancy and/or absolute attribute emphasis
client" analysis is included in this table. See the preceding tables f
citizen discrepancy scores are taken from Table 6-5. The attribute emp
Table 6-8. See Chapter V for explanations of how scores were calculate

[b] The attributes are referred to by the standard attribute indentificatio
this report. The attributes graphed above are:

TOPIC FOCUS
(Topic focus of situations)
1 = Neighborhood
15 = Family planning & birth control
17 = Immigration, migration & mobility
18 = Veterans & military
19 = Public affairs

RESOLUTION STATE
(Resolution state of situations)
21 = Unresolved
22 = Partially resolved

NATURE OF CLIENT REQUEST
(What are clients asking you to do)
24 = Listen to a complaint
25 = Fill an information request
26 = Fill a resource/service request

EXPLICITNESS OF REQUEST
(How explicit are client requests)
27 = Not explicit at all
29 = Explicit

STABILITY OF REQUEST
(How stable are client requests)
30 = Not stable at all
32 = Stable

SOCIAL EMBEDDEDNESS
(How many others are inv
39 = One or two others
40 = Three or more other

SITUATION EMBEDDEDNESS
(How independent are cli
situations)
41 = Independent
42 = Tied in with other

PERCEPTUAL EMBEDDEDNESS
(Do clients find it easy
heart of their situation
44 = Hard to get at the

ORIENTATIONAL STATE
(What do clients pay att
49 = External self

SITUATION-FACING TACTICS
(How do clients respond
54 = By connecting to ot
58 = By being directed c

SITUATION-FACING STRATEG
(What strategies do clie
63 = Interpersonal strat
66 = Getting-someone-to-

Table 6-11 (continued)

ted from Tables 6-5, 6-6, 6-8, and 6-9. Any attribute with one of the twenty
n discrepancy and/or absolute attribute emphasis scores in the "collective
luded in this table. See the preceding tables for an explanation of ns. The
res are taken from Table 6-5. The attribute emphasis scores are taken from
V for explanations of how scores were calculated.

rred to by the standard attribute indentification numbers used throughout
butes graphed above are:

ons)

birth control
tion & mobility
y

tuations)

T
g you to do)
int
n request
rvice request

t requests)
l

requests)

SOCIAL EMBEDDEDNESS
(How many others are involved in client situations)
39 = One or two others
40 = Three or more others

SITUATION EMBEDDEDNESS
(How independent are client situations from other situations)
41 = Independent
42 = Tied in with other situations

PERCEPTUAL EMBEDDEDNESS
(Do clients find it easy or hard to get at the heart of their situations)
44 = Hard to get at the heart of

ORIENTATIONAL STATE
(What do clients pay attention to in their situations)
49 = External self

SITUATION-FACING TACTICS
(How do clients respond in situations)
54 = By connecting to others
58 = By being directed or pointed

SITUATION-FACING STRATEGIES
(What strategies do clients use for situation-facing)
63 = Interpersonal strategy
66 = Getting-someone-to-help strategy

(continued)

USE OF INSTITUTIONAL SOURCES
(Do clients use institutional sources to get information)
71 = No institutional sources
72 = One or more institutional sources

EASE OF INFORMATION FINDING
(Do clients see information as easy or hard to find)
82 = Easy to find information
83 = Hard to find information

HELPING INFORMATION UTILITIES
(When information is seen as helpful, how do clients see it as helping)
85 = Helps client make progress

NON-HELPING INFORMATION UTILITIES
(When information is seen as not helpful, why do clients say it doesn't help)
90 = Doesn't help client make progress

EXPERT QUESTIONS
(What do clients want practitioners to know about them and their situations)
95 = The nature of situation
96 = The characteristics of client

LIBRARY INFORMATION EXPECTATION
(Do clients expect libraries to have information that will help)
99 = Not likely at all
100 = Somewhat unlikely
102 = Very likely

BARRIERS TO RESO
(What barriers d
114 = The client

Table 6-11 (continued)

RCES
ional sources to get

urces
tional sources

ING
ion as easy or hard

ation
ation

ITIES
n as helpful, how do
g)
rogress

UTILITIES
n as not helpful, why
t help)
make progress

actitioners to know
uations)
tion
of client

CTATION
ries to have information

BARRIERS TO RESOLUTION
(What barriers do clients see to resolution)
114 = The client lacks time

Table 6-12

Graphed comparison[a] of citizen discrepancy scores and attribute emphas
with the twenty highest absolute values on one or both scores in the "
for the total practitioner sample.

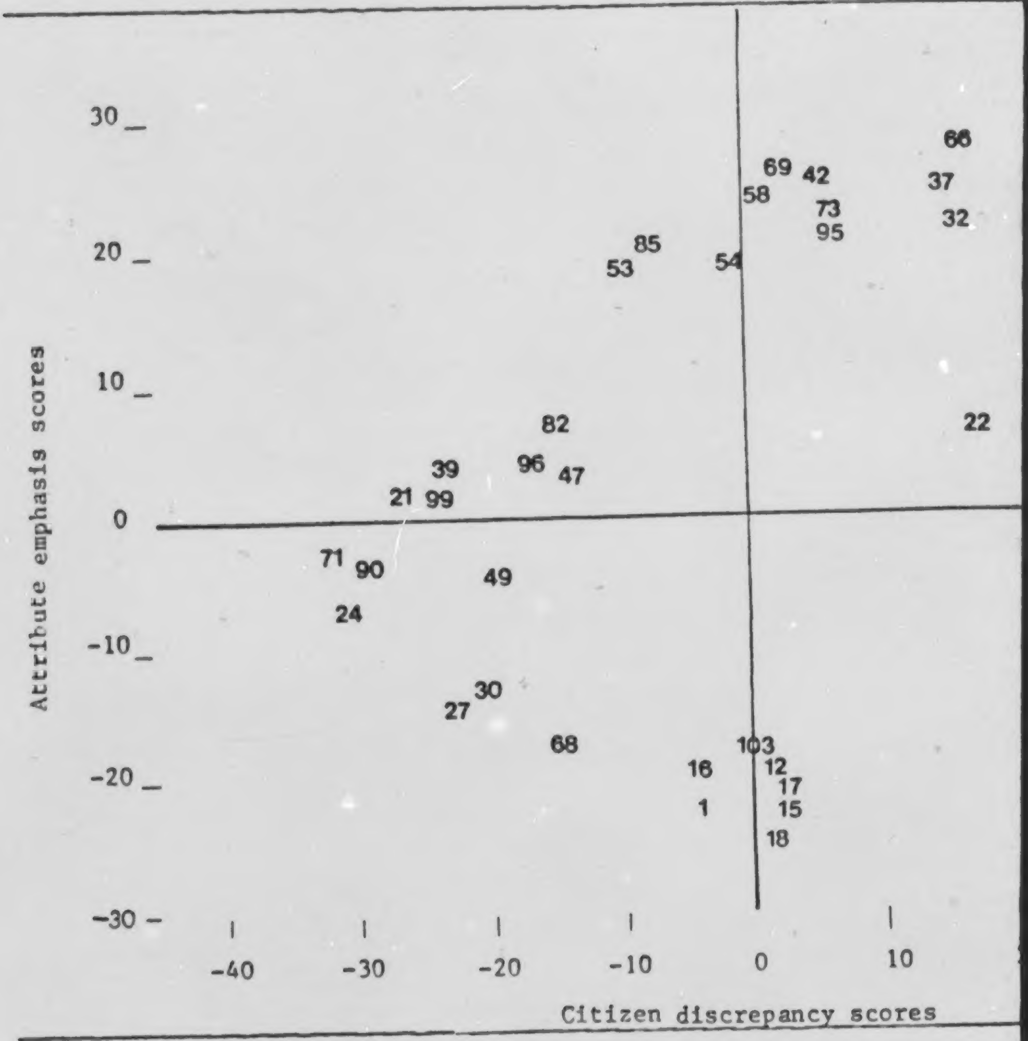
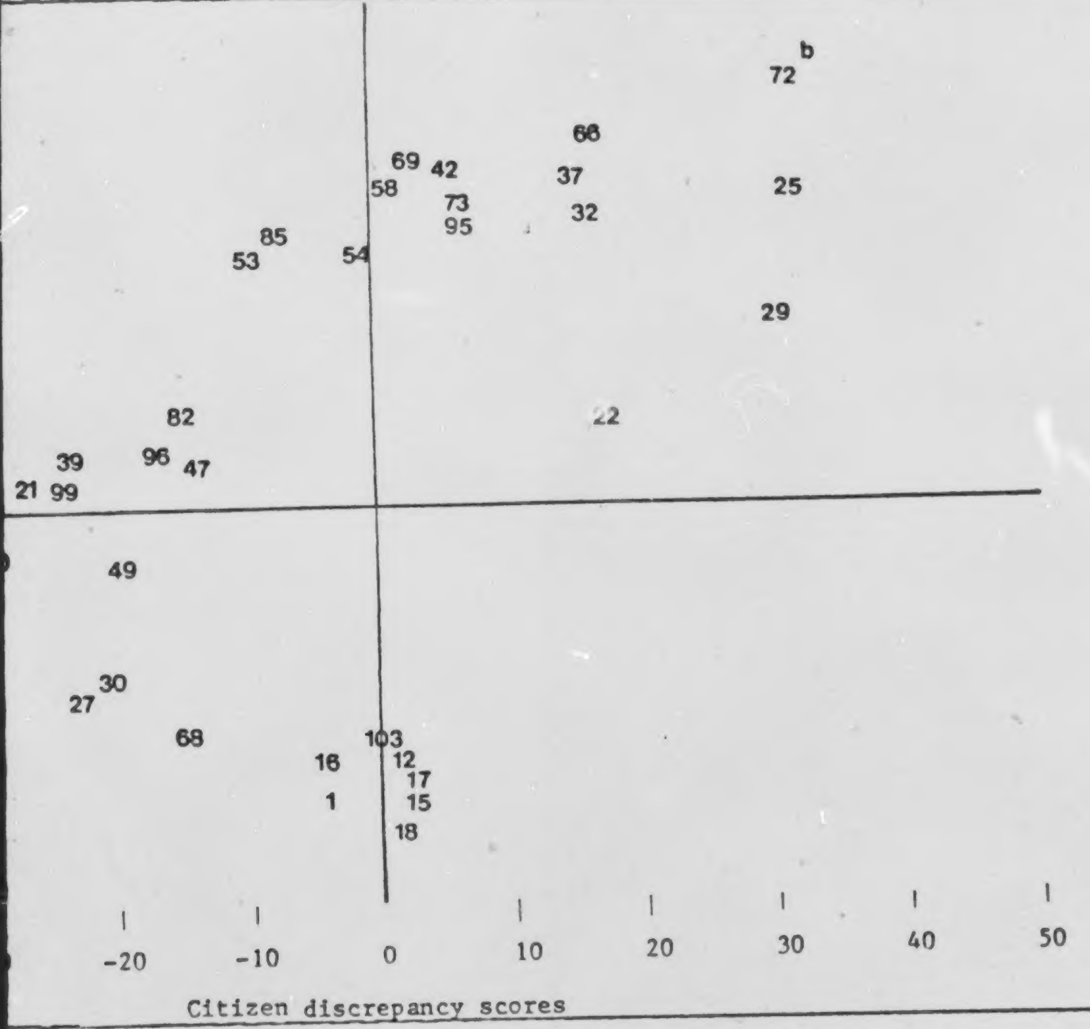


Table 6-12

izen discrepancy scores and attribute emphasis scores for the attributes[b]
solute values on one or both scores in the "collective client" analysis
sample.



(continued)

Table 6-12 (continued)

---

[a] This table is extrapolated from Table 6-5, 6-6, 6-8, and 6-9. Any
highest absolute citizen discrepancy and/or absolute attribute em
client" analysis is included in this table. See the preceding ta
citizen discrepancy scores are taken from Table 6-5. The attribu
Table 6-8. See Chapter V for explanations of how scores were cal

[b] The attributes are referred to by the standard attribute identifi
report. The attributes graphed above are:

TOPIC FOCUS
(Topic focus of situations)
1 = Neighborhood
12 = Discrimination & race relations
15 = Family planning & birth control
16 = Crime & safety
17 = Immigration, migration & mobility
18 = Veteran & military

RESOLUTION STATE
(Resolution state of situations)
21 = Unresolved
22 = Partially resolved

NATURE OF CLIENT REQUEST
(What are clients asking you to do)
24 = Listen to a complaint
25 = Fill an information request

EXPLICITNESS OF REQUEST
(How explicit are client requests)
27 = Not explicit at all
29 = Explicit

STABILITY OF
(How stable a
30 = Not stab
32 = Stable

CLIENT MOVEME
(What are cli
situations)
37 = Get info

SOCIAL EMBEDDI
(How many oth
situations)
39 = One or t

SITUATION EMB
(How independ
other situati
42 = Tied in

PREFERRED PER
(What perspec
situations)
47 = Both sta

Table 6-12 (continued)

ated from Table 6-5, 6-6, 6-8, and 6-9. Any attribute with one of the twenty en discrepancy and/or absolute attribute emphasis scores in the "collective cluded in this table. See the preceding tables for an explanation of ns. The ores are taken from Table 6-5. The attribute emphasis scores are taken from r V for explanations of how scores were calculated.

erred to by the standard attribute identification numbers used throughout this s graphed above are:

ions)

race relations
birth control

ation & mobility
y

ituations)

d

ST
ng you to do)
aint
on request

T
nt requests)
ll

STABILITY OF REQUEST
(How stable are client requests)
30 = Not stable at all
32 = Stable

CLIENT MOVEMENT STATE
(What are clients trying to do in their situations)
37 = Get informed

SOCIAL EMBEDDEDNESS
(How many others are involved in client situations)
39 = One or two others

SITUATION EMBEDDEDNESS
(How independent are client situations from other situations)
42 = Tied in with other situations

PREFERRED PERSPECTIVE
(What perspective do clients prefer for their situations)
47 = Both stand back/get up close

(continued)

Table 6-12 (continued)

ORIENTATIONAL STATE
(What do clients pay attention to in their situations)
49 = External self

SITUATION-FACING TACTICS
(How do clients respond in situations)
53 = By directing or pointing
54 = By connecting to others
58 = By being directed or pointed

SITUATION-FACING STRATEGIES
(What strategies do clients use for situation-facing)
66 = Getting-someone-to-help strategy

AMOUNT OF INFORMATION SEEKING
(How much information do clients seek in their situations)
68 = None
69 = 1-2 information things

USE OF INSTITUTIONAL SOURCES
(Do clients use institutional sources to get information)
71 = No institutional sources
72 = One or more institutional sources

INFORMATION TYPES
(What type of information do clients seek in their situations)
73 = INFORMATION$_1$

EASE OF INFORMATION FINDING
(Do clients see information as easy or hard to find)
82 = Easy to find information

HELPING INFORMAT
(When informatio
clients see it a
85 = Helps clien

NON-HELPING INFO
(When informatio
do clients say i
90 = Doesn't hel

EXPERT QUESTIONS
(What do clients
them and their s
95 = The nature
96 = The charact

LIBRARY INFORMAT
(Do clients expe
that will help)
99 = Not likely

BARRIERS TO RESO
(What barriers d
103 = The situat

Table 6-12 (continued)

tion to in

situations)
ing
rs
pointed

S
s use for

lp strategy

ING
lients seek in

s

ES
nal sources

ces
onal sources

do clients seek

G
n as easy or hard

ion

HELPING INFORMATION UTILITIES
(When information is seen as helpful, how do clients see it as helping)
85 = Helps client make progress

NON-HELPING INFORMATION UTILITIES
(When information is seen as not helpful, why do clients say it doesn't help)
90 = Doesn't help client make progress

EXPERT QUESTIONS
(What do clients want practitioner to know about them and their situations)
95 = The nature of the situation
96 = The characteristics of client

LIBRARY INFORMATION EXPECTATION
(Do clients expect libraries to have information that will help)
99 = Not likely at all

BARRIERS TO RESOLUTION
(What barriers do clients see to resolution)
103 = The situation is not resolvable

CHAPTER VII

DESIGNING A SYSTEM

Purpose

This chapter reports on the results obtained in Section II of the questionnaire where practitioners were asked to design an ideal system which they felt would most help average citizens cope with life-facing situations. Each respondent was requested to design a personally unique system according to the way in which he viewed citizens and what would be most helpful to them.

In performing this task, each practitioner selected all those attributes from the "checklist" which he thought should be emphasized and ranked them from most to least important. Prior to this task, the respondents had already spent an average of 55 minutes familiarizing themselves with the meaning of the attributes as they applied them to their "collective client" estimates for Section I of the questionnaire.

Section II of the questionnaire had two purposes. The first was to encourage practitioners to apply the client-in-situation attributes outside of existing system constraints. The second was to obtain an additional source of data from the practitioners which could be compared to the citizen data of the Phase I study.

The purpose of this chapter, then, is to report the way in which practitioners would design helping systems utilizing the client-in-situation attributes and to compare the attributes selected by the practitioners for inclusion in their systems to the way in which citizens, themselves, described their own situations in the Phase I data. Several cautions, which are fully discussed in Chapters III and V and reviewed in Chapter VI, should be applied to this approach.

In order to facilitate comprehension of the findings presented in this chapter, it is helpful to keep clearly in mind the difference in intent between Section I and Section II of the questionnaire. In Section I, practitioners described the clients they had served in the last six months; however, in Section II, the practitioners were designing ideal systems which would provide the greatest amount of help to citizens in general. The object of focus in Section I was the collective client, but the principal focus of Section II was on the system and its helping capabilities for all citizens. Therefore, the question in this chapter is whether the relative emphasis practitioners gave attributes in their systems to serve citizens matched the relative emphasis given attributes in the Phase I citizen study.

Analysis overview

There are 11 tables reported in this chapter. Each of these tables approaches the purpose of this chapter -- that of describing the client-in-situation attributes utilized by practitioners in their "ideal" system designs and matching these against citizen descriptions of their own situations. Specifically, they focus on:

- The distribution of practitioners according to the total number of attributes mentioned by each in their respective system designs. Table 7-1 provides a general picture of how many of the client-in-situation attributes were considered relevant by practitioners in their system designs. Table 7-1 is located at the end of this chapter.

- The citizen discrepancy scores where the proportion of practitioners including attributes in their ideal systems is compared with the proportion of citizens ascribed to those attributes in the citizen study. Here the purpose is to see how well the practitioner design matched citizen characteristics. Table 7-2 presents the raw data from which this analysis was derived. Tables 7-3, 7-4, and 7-5 report the results. Table 7-3 presents the citizen discrepancy scores for individual attributes; Table 7-4 presents the 20 attributes with the highest discrepancy scores in each sub-sample as well as the total practitioner sample; Table 7-5 presents the average discrepancy scores within attribute sections. Table 7-2 is presented in Appendix G. Tables 7-3, 7-4, and 7-5 are located at the end of this chapter.

- A graphic presentation of those attributes with the highest emphasis and/or highest discrepancy scores. These graphs augment the system design profiles of the two practitioner samples. A visual representation of the two sets of scores by graphically plotting the attributes is helpful because of the differing derivations of these scores. (See Chapter V for a discussion of citizen discrepancy and attribute emphasis scores.) For example, since the discrepancy scores represent the difference between the adjusted proportion of practitioners who included a particular attribute in their system design and the adjusted proportion of citizens in the Phase I study to whom that same attribute was ascribed, it is helpful to know if a highly discrepant attribute was also one which was highly emphasized by the practitioners relative to the average emphasis they placed on all attributes. These graphs provide additional insight into the "ideal" systems the practitioners were asked to design. Table 7-2 includes the raw data from which this set of graphed tables was derived. Tables 7-6 and 7-7 list the attribute emphasis scores for individual attributes and highlight the most emphasized attributes across samples. Table 7-8 lists attribute emphasis scores for each attribute section and for all sections. Table 7-9 to 7-11 are the graphed presentations of the attribute emphasis versus citizen discrepancy scores for the individual attributes scoring highest on one or both scores for the total practitioner sample as well as the library and agency sub-samples. Tables 7-2, 7-6, 7-7, and 7-8 are located in Appendix G. Tables 7-9 to 7-11 are specific to this analysis and are located at the end of this chapter.

Results

Since some of the tables are quite lengthy, the tables from which the results are drawn are presented at the end of this chapter and in Appendix G. Tables located in the appendix are those that include either raw or background data. In presenting findings, emphasis will be placed on describing the practitioner sample as a whole as well as on describing and comparing the agency and library sub-samples. In assessing findings, readers are referred to Table 5-1 in Chapter V for definitions of the "checklist" attributes.

As discussed in Chapter VI, the manner of reporting findings in this report is somewhat different from that usually used in reporting empirical research. Because of the complexity and number of findings, findings are organized for presentation in terms of conclusions. Interpretations of individual findings are woven in when they are seen as helpful in providing context. At the end of the chapter, findings will be summarized in terms of the major conlcusive themes that emerged from the data.

Table 7-1. This table reports how many attributes were named by practitioner respondents in the design of their "ideal" systems. The table is reported in terms of the percentage of each of the sub-samples as well as the total practitioner sample who named a given number of attributes.

* About 50% of the practitioners named from 6 to 15 attributes in constructing a system which they felt would be helpful to ordinary citizens. The average number of attributes named was 13.

* Only 16.5% of the practitioners named from 0 to 5 attributes, and 32.7% named 16 or more attributes in their system designs.

* As a group, the library practitioners generally named fewer attributes than did the agency practitioners. Over 10% more of the agency practitioners named 11 or more attributes in their systems (58.4% versus 48.2%).

Table 7-2. This table reports the raw data percentages obtained from the Phase I and Phase II studies. Listed in this table is the percentage of citizens to which each of the 115 "checklist" attributes was ascribed in Phase I. Also listed is the percentage of practitioners who cited each of the various attributes in the design of their "ideal" helping systems. This table is included in Appendix G so that readers may refer to the raw data from which the remaining tables discussed in

this chapter are derived. The raw percentages for citizens and practitioners in this master table can not be compared directly because of the differing methodologies of the two studies. For a full explanation of this issue, see Chapters III and IV.

Tables 7-3, 7-4, and 7-5. These tables report the degree of discrepancy between the practitioner citations of attributes to be included in their system designs and the citizens to whom those same attributes were ascribed in the Phase I study. The main focus of the citizen discrepancy analysis is on relative emphasis. Thus, the question in these tables is: Was the proportion of those practitioners who named an attribute in their "system design" discrepant from the proportion of citizens to which that attribute was ascribed in Phase I? It should be noted that the citizen discrepancy analysis does not take into account the number of practitioners who named a particular attribute. That dimension of the data is covered in the attribute emphasis scores and is reported in the next section of the findings where the concern is whether practitioners were more or less discrepant on attributes which they emphasized more or less. A complete understanding of how practitioners designed their systems must come from both analyses. Table 7-3 reports the citizen discrepancy scores for the practitioner samples for each of the 115 attributes, and Table 7-4 reports those attributes with the highest citizen discrepancy scores in each sample. Table 7-5 pulls out and summarizes the mean absolute citizen discrepancy scores of each of the practitioner samples for each section of attributes. (For a complete explanation of how the citizen discrepancy scores were computed, see Chapter V. Briefly, the citizen discrepancy score is a measure of the degree to which practitioner citations of attributes for their system designs were discrepant from citizen portraits after adjustments for methodological differences.)

- Of the 23 attribute sections, 8 had average discrepancy scores of 10.0 or greater for both sub-samples and similar trends in the findings. This meant that for these eight sections, practitioners designed systems that did not match the characteristics of citizens-in-situations, as determined in Phase I, and that both sub-samples showed high discrepancies in similar directions.

- The attribute section with the highest average discrepancy score in both sub-samples was "use of institutional sources" (34.6, library; 32.3, agency). Practitioners designed systems for clients who would seek or get relevant information from one or more institutional sources. Since each practitioner not only represented an institution but also probably had an institutional context in mind in the design of his ideal system, this high discrepancy from actual citizen behavior is not surprising.

- The seven remaining highly discrepant attribute sections gave a portrait of the client that practitioners would design an ideal system to serve which contrasts with the citizen description from Phase I. Practitioners emphasized service to the client who comes to the practitioner to get help with an unstable information request to aid in decision-making, who is alone in a situation in which he is seeking a quantity of hard to find information, and who wants the practitioner to know particularly about his efforts at resolution so far. In contrast with the Phase I citizen portrait, this client does not want the practitioner to listen to a complaint, does not want to take an interpersonal or emotional approach to his situation, and does not want the practitioner to know about his characteristics as a client. The overall pattern of discrepancies indicates a practitioner-designed system that deviates from citizen needs by veering toward the traditional norms of information service and that reproduces systems as they exist. The particular ways in which the individual attribute sections referred to in this overview were discrepant from citizens will be discussed below.

- After "use of institutional sources," the second highest most discrepant attribute section was "nature of client request" with an average discrepancy in the total practitioner sample of 24.8. Both library and agency practitioners, in contrast with the citizen portraits, overemphasized service to clients who want practitioners to "fill an information request" (+47.3, library; +26.3, agency) and underemphasized service to clients who want practitioners to "listen to a complaint" (-39.7, library; -28.9, agency). While both sub-samples showed the same pattern of discrepancy, library practitioners were more discrepant than agency practitioners (31.5 versus 19.2). Both practitioner sub-samples were focusing on the client who comes to them with an articulated information need and not on the client who comes to them with the need for someone to listen to his individual reactions to his situation.

- In line with this emphasis on information, both sub-samples, in contrast to the citizen portraits, overemphasized in their "system designs" clients seeking larger amounts of information. In particular, both sub-samples were discrepant in their emphasis on "three or more information things" (+34.6, library; +32.3, agency).

- Adding to this emphasis on objective information, both sub-samples focused their attention on their role as experts in locating difficult to find information. Agency practitioners, in their systems, were most discrepant from citizens in emphasizing "hard to find information." (+6.7, library; +24.1, agency). However, library practitioners placed greatest emphasis, in contrast with citizen needs, on locating information that clients evaluate as "impossible to find information" (+12.1, library; -1.6, agency).

* Linked to the de-emphasis on clients who want the practitioner to "listen to a complaint," practitioners in both sub-samples were discrepant, from citiznes, in placing relatively little emphasis in their "system designs" on clients using the "situation-facing strategies" of "interpersonal strategy" (-17.0, library; -11.1, agency) or "emotional strategy" (-20.0, library; -12.7, agency). Although this relative neglect of personally involving strategies was balanced by emphasis on more "rational" approaches, the emphasized approaches were not the same for both sub-samples. Library practitioners, in contrast with citizens, stressed the "getting-someone-to-help strategy" (+24.9, library; +1.6, agency). Both practitioner groups emphasized the "decisioning strategy," but agency practitioners gave it more emphasis (+28.9) than did library practitioners (+8.8).

* Practitioners showed interest in coping with some aspects of client articulations, but not with others. In contrast with citizens, practitioners from both sub-samples stressed serving clients with unstable articulations (+23.9, library; +12.3, agency). They were also selective about the aspects of client situations that they wanted to know about. For the attribute section "expert questions" practitioners, in contrast to citizens, overemphasized knowing about "the client's efforts so far" (+15.4, library; +17.5, agency) and underemphasized knowing about "the characteristics of the client" (-21.5, library; -16.6, agency).

* Practitioners were discrepant in stressing service for the information aspects of client situations and neglecting to attend to the personal aspects of the situations from the clients' point of view. Practitioners also minimized the social complexity of client situations. Both practitioner sub-samples were discrepant in designing systems for client situations in which "no others" were involved (+29.0, library; +27.0, agency). However, agency practitioners also gave relative emphasis to situations that involved "three or more others" (-1.2, library; +10.4, agency). This emphasis by agency practitioners on situations with high "social embeddedness" is probably due to the referral aspect of agency work which involves interacting with other agencies.

* Thus, the overall pattern of discrepancies from citizens shows practitioners as designing systems that reflect the normative approach. These systems emphasize service to clients that make unstable requests for quantities of hard to find information to use for decision-making, that want the practitioner to know about the clients' efforts so far, and

that present their situations in isolation from social context. In contrast, practitioners would give relatively little emphasis to service to clients who were coping with their reactions to their unique situation: who were complaining, using an interpersonal or emotional strategy, or telling the practitioner about their characteristics as clients.

* Although this pattern of discrepancy was common to both sub-samples, library practitioners were more extreme in their emphasis on the information aspects of client situations. In addition, library practitioners were more discrepant in designing systems for clients who would come to them for assistance.

* Both practitioner sub-samples had average discrepancy scores of over 10.0 for the attribute section "library information expectation" (mean discrepancy score of 15.8 in both sub-samples), but they had opposite trends in other findings. The library sub-sample overemphasized, in contrast to citizens, service to clients who had a high expectation that a library would have information that would help in their situations (+18.0, library; +6.1, agency). The agency practitioners, in contrast, overemphasized service to clients who did not expect a library to have information that would help (-25.9, library; +25.4, agency).

* In addition to attribute sections for which both practitioner samples were highly discrepant, only one of the sub-samples had an average discrepancy score over 10.0 for some attribute sections.

* The library sub-sample was more discrepant than the agency sub-sample for the attribute section "client movement state" (mean discrepancy score of 13.9 versus 4.7 for agency). The nature of the discrepancies reinforces the pattern of library practitioners' extreme emphasis on the informational aspects of client situations and the neglect of the client's unique involvement in his situation. In contrast to citizens, library practitioners overemphasized service to clients who wanted to "get informed" (+28.6, library; +5.2, agency). They underemphasized service to clients who were trying to "cope with a worry" (-11.3, library; -1.0, agency) or to "live with a problematic situation" (-14.7, library; -7.8, agency).

* A second attribute section on which the library sub-sample was more discrepant was "non-helping information utilities" (mean discrepancy scores of 15.1, library; 6.7, agency). The findings from this attribute section must be interpreted with caution, however, as the percentage of practitioners

naming attributes from this section was low. The discrepancies are cited because they fit the pattern previously established. In contrast to citizens, library practitioners who included attributes from this section in their "system designs" overemphasized the "non-helping information utility" of "doesn't help the client get clarification" (+18.5, library; -5.3, agency) and underemphasized "doesn't help the client make progress" (-37.9, library; -8.8, agency). Again, the focus is discrepant from citizens in narrowly stressing the informational aspects of the situation and underplaying the aspect of greatest concern to the client: progress toward resolution.

* Agency practitioners had greater discrepancy from citizens than library practitioners for five attribute sections.

* Agency practitioners, though they shared the library practitioners' emphasis on information, were more discrepant from citizens in emphasizing the complexity of situations in their system design. Thus, agency practitioners overemphasized providing service for situations that were "hard to get at the heart of" (+0.5, library; +18.9, agency). In addition, agency practitioners gave relatively high emphasis to the "situation embeddedness" attribute of "tied into other situations" (+8.6, library; +19.9, agency). A low percentage, less than 9.1%, of library practitioners cited one or more attributes in this section.

* Relative to citizens, agency practitioners underemphasized the "preferred perspective" attribute of "get up close" (-1.4, library; -27.4, agency). They overemphasized the combined perspective of "both stand back/get up close" (13.5, library; +16.2, agency). Few library practitioners, only 7.5%, cited attributes in this section.

* In designing a system to provide service for those situations that are hard to get at the heart of, that are tied in with other situations, and that required the complex perspective of "both stand back/get up close," agency practitioners gave relatively high emphasis to the "information type" of providing procedures for finding information (INFORMATION$_3$: +1.9, library; +16.6, agency) and relatively low emphasis to providing objective information (INFORMATION$_1$: +7.8, library; -11.2, agency).

* Finally, while both sub-samples gave relatively little emphasis, in contrast to citizens, to coping with the client's "external self" (i.e., his actions, behaviors, or qualities) in their systems (-22.3, library; -14.8, agency), agency practitioners were also discrepant in overemphasizing attention to the "internal self" of the client (+3.8, library;

+27.5, agency). Therefore, agency practitioners had a higher mean discrepancy score for the "orientational state" attribute section (13.6 for agency versus 9.5 for library).

* In all, seven attribute sections had average discrepancy scores on both sub-samples of 10.0 or below and almost all had little difference between sub-samples. Five of these attribute sections ("topic focus," "resolution state," "explicitness of request," "information questions," and "helping information utilities") relate closely to the practitioner-client interaction. It would be expected that practitioner "system designs" would correspond most closely with client behavior that practitioners directly observe. Of the remaining two attribute sections with average discrepancy scores of 10.0 or below ("situation-facing tactics" and "barriers to resolution"), each had at least three individual attributes with discrepancy scores over 10.0 for both sub-samples.

* Practitioner "system designs" most closely reflected citizens in the attribute section "topic focus" (mean discrepancy scores of 3.1, library; 3.0, agency). Since "topic focus" is the traditional approach to categorizing citizen information needs, it is not surprising that practitioner "system designs" should so closely reflect citizen concerns in this area. None of the discrepancy scores in the "topic focus" attribute section was above 10.0 for either sub-sample.

* Even with low average discrepancy scores, the remaining six sections each had an individual attribute score of 10.0 or greater for at least one sub-sample. These results will be reviewed below.

* Library practitioners, in contrast to citizens, underemphasized "somewhat explicit" situation articulations (-10.2, library; -4.5, agency) and overemphasized articulations that were "not explicit at all" (+9.7, library; +7.0, agency).

* For "resolution state," agency practitioners underemphasized "resolved" situations in their "system designs" (-2.9, library; -14.9, agency) and emphasized service to clients with "partially resolved" (+2.8, library; +6.8, agency) and "unresolved" (+0.1, library; +8.1, agency) situations.

* In designing a system in terms of the "information questions" clients might have, agency practitioners overemphasized, in contrast to citizens, the normative "information question" of "to learn options, alternatives" (+6.4, library; +13.1, agency).

- ★ Agency practitioners overemphasized, in contrast to citizens, the "helping information utility" of "helps client get social support" (+6.0, library; +15.3, agency). The apportionment of effort in this area by agency practitioners reflects that part of the normative agency practitioner role that focuses on being an advocate for the client.

- ★ Both sub-samples overemphasized service to clients who respond in their situation "by connecting to others" (+25.0, library; +16.2, agency). They both underemphasized service to clients who respond in their situations with any stopping behavior, clients who use the "situation-facing tactics" of "stopping" (-11.1, library; -8.3, agency) or "being stopped" (-13.5, library; -15.3, agency). In addition, the library practitioners underemphasized the "situation-facing tactic" of "directing or pointing," a response the the client of directing his own behavior in his situation (-11.4) while agency practitioners slightly emphasized that attribute (+3.4).

- ★ Finally, both sub-samples were discrepant from citizens for individual attributes in the "barriers to resolution" attribute section. The library practitioners, in contrast to citizens, overemphasized service to clients who "lack information" (+23.7, library; +6.9, agency) or "lack time" (+10.8, library; -2.1, agency). They underemphasized service where "the client's emotions or inactivity" are the barrier (-11.9, library; -7.7, agency). Agency practitioners, on the other hand, overemphasized service where the barriers were "the situation is not in the client's control" (-1.9, library; +12.0, agency) and "the situation is too complex" (+6.6, library; +12.6, agency). In addition, both sub-samples underemphasized service where the barrier was "the resolution is delayed," where the resolution process was interrupted in some way (-10.2, library; -10.5, agency). The areas of overemphasis are interesting because they illustrate contrasts in the normative approaches of the two groups of practitioners: librarians see their role as providing information for clients who have not had the time to obtain the information for themselves; agency practitioners see their role as resolving situations that appear overwhelming and too complex to the client.

- ★ Even in these seven attribute sections where the average discrepancy scores was under 10.0, practitioner "system designs" reflected their normative approaches to service. Both sub-samples were most accurate in responding to "topic focus." Both sub-samples were inaccurate in overemphasizing design for clients who connected to others and in underemphasizing service to clients who stopped or were stopped or for whom resolution was delayed. Library practitioners underemphasized service for clients who directed their own behavior or for whom emotions or inactivity was a barrier and overemphasized service to clients with inexplicit articulations who lack time or lack information. Agency practitioners, in contrast to citizens, designed for clients with unresolved or partially resolved situations that were not in their control or were too complex and who sought to learn options and gain social support.

* In review, then, both practitioner samples were discrepant from citizens in ways which reflected their present approach to service: offering information services to clients by translating client articulations to fit the system. The emphasis throughout is not on the client in his unique situation, but on designing for clients in typical situations that can be treated normatively.

* Where the sub-samples differ, the differences reflect the normative approaches of the two fields. Library practitioner "system designs" contrasted with citizen needs in their almost exclusive emphasis on information. In contrast, agency practitioner "system designs" reflected their traditional approaches by emphasizing the provision of information for decision-making by the client. They also emphasized helping clients extricate themselves from difficult situations by offering social support.

Tables 7-6, 7-7, and 7-8. These tables report the amount of relative emphasis practitioners placed on particular attributes and attribute sections in the design of their "ideal" systems. Table 7-6 reports the attribute emphasis scores for the practitioner samples for each of the 115 attributes, and Table 7-7 reports those attributes with the highest emphasis scores in each sample. Table 7-8 summarizes the mean attribute emphasis scores of each of the practitioner samples for each section of attributes. For a complete explanation of how the attribute emphasis scores were computed, see Chapter V. Briefly, the score is a measure of the difference between the amount of emphasis a practitioner sample placed on a particular attribute compared to the average emphasis placed on all attributes in that sample's system design. These background tables, which are included in Appendix G, provided the emphasis score data for the construction of the graphed presentations in the tables discussed below.

Tables 7-9, 7-10, and 7-11. The last three tables of this chapter focus on the juxtaposition of attribute emphasis and citizen discrepancy scores. The focus is on those attributes which received the highest absolute scores in either or both analyses. The purpose of the juxtaposition of these two sets of scores is to show whether or not those attributes which were more or less discrepant were also more or less emphasized. There is, of course, repetition between the findings that emerged from this group of tables and those of the preceding section, since both analyses deal with citizen discrepancy. The difference is that this group of tables pits citizen discrepancy against attribute emphasis in order to fill out the system design profiles for the practitioner samples. Table 7-9 is the graphed presentation of those attributes with the highest citizen discrepancy and/or attribute emphasis scores for the library sub-sample. Table 7-10 is the graphed presentation for the agency sub-sample, and Table 7-11 is the graphed presentation for the total practitioner sample.

* In the graphed presentations of attribute emphasis versus citizen discrepancy scores, there were enough differences between the two sub-samples that the sub-samples will be treated separately first. At the end of this section, the findings that the sub-samples share in common will be highlighted.

* For the library sub-sample, there were two attributes that were both highly emphasized and highly discrepant. The two indicated that the library practitioners felt that their ideal systems should be designed for the client who wants to "fill an information request" to "get informed." One additional attribute was almost as highly emphasized although only slightly overemphasized when contrasted with citizen emphasis: "Information$_1$." In combination, these findings show the library practitioners as highly discrepant from citizens in their overemphasis on the delivery of objective information. (Attributes #25, 27, 73)

* Another group of attributes which had high, positive discrepancies and were moderately emphasized reinforced and expanded this portrait of the information delivery orientation in the library practitioners' ideal systems. This set of attributes showed the library respondents as highly discrepant in their emphasis on systems designed for clients who want to use a "getting-someone-to-help" strategy "by connectings to others," preferably "one or more institutional sources," for "three or more information things." Not unexpectedly, the library practitioners built their own role into their ideal systems and designed systems for citizens seeking a lot of information. (Attributes #55, 66, 70, 72)

* One additional attribute in this set of attributes with high, positive discrepancies and moderate emphasis indicated that the library practitioners designed their systems for clients whose articulations are "not stable at all." Thus, the library respondents placed far more emphasis on this attribute than was ascribed to citizens in the citizen study. It is difficult to interpret this finding in isolation. It does, however, fit in with another cluster of attributes which received high emphasis but were only slightly discrepant from citizens. This cluster included eight

attributes, two of which dealt with the manner in which clients articulate their requests to practitioners. This cluster showed the library practitioners as designing their systems for clients whose articulations are "not explicit at all" or only "somewhat explicit." What emerges, then, is a picture of these practitioners placing emphasis in their systems on clients who are having some difficulty expressing their requests. On the surface, this appears to be the kind of emphasis that a client-in-situaion approach would demand. Yet, these attributes are only 3 of the set that received the 20 highest ranks in emphasis. Amongst the others in this high emphasis set, clustered closely to the attributes dealing with the "explicitness of request," were six that identified the "topic focus" of requests. What seems to be emerging, then, is a picture which suggests that the library practitioners designed their systems so they could help citizens translate their requests into system terms. (Attributes #2, 4, 5, 9, 13, 19, 27, 28, 30)

* There were four additional attributes which received moderate to high emphasis with low discrepancies. These indicated that the library practitioners designed their systems for clients seeking to "learn procedures" by collecting "Information$_3$" in order "to make a decision." In addition, the library practitioners gave high emphasis, but slightly less than did citizens, to the client who wanted to "fill a resource/service request." (Attributes #26, 33, 75, 81)

* Two attributes which were underemphasized, in contrast to citizen emphasis, complete the above portrait of emphasis, in the library practitioners' system designs, on information and on those approaches which are traditionally called more rational. Thus, while the practitioners gave average emphasis to system designs that focus on the client who wants a practitioner to "listen to a complaint," they gave far less emphasis than citizens did. They also gave very little emphasis in their designs to the client who wishes to use an "emotional strategy" and, thus, were negatively discrepant from citizens. A strong pattern emerges from this series of findings. The pattern shows the library practitioners as designing systems which focus primarily on the delivery of objective and procedural information for decision making and excludes from this information emphasis a focus on what commonly are called irrational approaches. (Attributes #24, 67)

* Two additional attributes complement the above picture. Not unexpectedly, the library practitioners overemphasized, in contrast to citizens, systems designed for the client whose situation is not resolved because "the client lacks information." They also underemphasized systems designed for the

client who thinks it is "not likely at all" that the library will have helpful information. (Attributes #99, 108)

* One additional attribute received less than average emphasis by the library practitioners but still far more emphasis than the citizens gave. The library practitioners described their ideal systems as ones that would deal with clients whose situations involved "no others." Thus, these practitioners saw citizens in socially unembedded situations. This finding is further confirmed by the fact that the library practitioners underemphasized, in contrast to citizens, those situations involving "1 or 2 others." This finding fits in with a set of findings showing the library practitioners as giving little emphasis to attributes dealing with the client's perceptions of his situation. Thus, the library practitioners gave little emphasis and were moderately discrepant from citizens in their lack of emphasis on clients who wish to focus on their own actions and behaviors ("external self") or who want practitioners to know about "the characteristics of client" so that the practitioners could respond more directly to the client's unique situation. The library practitioners also gave little emphasis, with a slight negative discrepancy, to clients whose situation resolutions are blocked because of "the client's emotions or inactivity," "an individual or peer/kin group stands in the way," or "the situation is recurring." What emerges from this complex of findings, then, is a decided lack of emphasis on the client's unique situation with its time-space bound restraints and complexity. (Attributes #38, 39, 49, 69, 106, 110, 112)

* Most of the other findings for the library sub-sample are but mirror images of the findings above. There was one additional attribute, however, which presented a different nuance. The library practitioners gave only average emphasis, but less emphasis than citizens did, to information that is "easy to find." What is suggested here is that the practitioners overemphasized somewhat more difficult to find information. This finding may not seem to jibe with the library respondents' underemphasis of the complexities of the client's unique situation. This might be rationalized as follows: The practitioner focuses on the delivery of information per se. As a professional, the practitioner is trained as an expert who can cope with difficult information questions. The client of this practitioner, thus, would want more difficult to find information. The complexities of the client's situation have little to do with this because in a system designed for the delivery of information per se, measures of complexity would focus on the system not the client. (Attribute #82)

* For the agency sub-sample, the attribute emphasis/citizen

discrepancy portrait is strikingly different from that of the library sub-sample in that it presents a less extreme picture. The agency practitioners showed less variance both in citizen discrepancy and in attribute emphasis scores. The portrait presented, however, was still clear and showed a similar emphasis on the normative approach to information systems.

* Within the 115 attributes, the agency sub-sample emphasized a complex of attributes which describe a system that is oriented to information for decisioning making. Thus, the agency sub-sample overemphasized, in contrast to citizens, a cluster of five attributes showing that they designed their systems for the client who wants to "fill an information request" by finding "Information$_3$" in order to "learn options, alternatives" by "connecting to others" and using a "decisioning strategy." In this cluster of emphasized and discrepant attributes, the agency sub-sample also described their systems as dealing with the client who wants to focus on "internal self" in order to make a decision which fits self. In contrast to the library practitioners, then, the agency practitioners placed somewhat more emphasis, and were discrepant from citizens in that emphasis, on the delivery of information for decision making. (Attributes #25, 48, 54, 64, 75, 77)

* This emphasis was complemented further by a large cluster of attributes which the agency practitioners cited far more than the average attribute but for which they were not particularly discrepant. In this cluster, the findings showed that the agency practitioners designed their systems for the client who wants to "get informed" or "make a decision" for an "unresolved" situation that requires information to help the client "to learn procedures" and "to assess situation/system." In this cluster of attributes, the agency sub-sample also emphasized a system for the client who wants to "fill a resource/service request." The portrait that emerges at this point, then, is one that is not unlike that of the library sub-sample. Both sub-samples emphasized information delivery although the library sub-sample veered more to the delivery of facts and objective information while the agency sub-sample veered more to the delivery of information seen as useful in decisioning-making. This pattern was further supported by the agency's under-emphasis, in contrast to citizens, on the client who wants the practitioner to "listen to a complaint." The interesting thing about this finding is that the agency practitioners did emphasize the "listen to a complaint" attribute more than their average attribute but still much less so than citizens did. (Attributes #21, 24, 26, 33, 37, 76, 81)

* Like the library sub-sample, the agency sub-sample also had a cluster of attributes, which they emphasized highly with only slight discrepancies, that dealt with the manner in which clients articulate their requests and the topic foci of those requests. Thus, in the 20-top ranked attributes in terms of emphasis, there were 6 from the "topic focus" attribute section. In addition, the practitioners highly emphasized system designs that can deal with citizens whose articulations are "not explicit at all." This, then, is the same pattern as was found in the library sub-sample where the focus on articulation appears to be one that concerns itself with translation of client requests into system demands. (Attributes #3, 4, 6, 11, 13, 14, 27)

* In this cluster of highly emphasized attributes was one that did not seem to fit the overall emphasis on information delivery and more rational approaches. Thus, the agency sub-sample gave high emphasis in their systems to dealing with the client who wants to "cope with a worry." By itself, this finding seems to contradict the brunt of the findings above. However, it fits well with a cluster of attributes that, even though they were given only average emphasis, were in all cases emphasized much more than in the citizen portraits. This complex of attributes seems to focus on difficult situations and, as such, is consistent with the "cope with a worry" emphasis. Thus, the agency sub-sample overemphasized, in contrast to citizens, systems in which "one or more institutional sources" can help clients with situations that are "tied in with other situations" and "hard to get at the heart of" and require a lot ("3 or more information things") of "hard to find" information. What emerges here, then, is a picture which shows the agency practitioners as putting far more emphasis in their system designs, than citizens did in their own situation descriptions, on informational help for worrisome and difficult situations. This picture is reinforced by the presence in this attribute cluster of an overemphasis, on clients who wish practitioners to know about "the client's efforts so far." This set of findings differentiates the agency sub-sample from the library sub-sample. While the agency sub-sample was highly discrepant in its emphasis on these more difficult situations, the library sub-sample did not have these attributes among its most discrepant. (Attributes #27, 42 44, 70, 72, 83, 98)

* An interesting contradiction appears in the findings at this point. While the above finding suggests an emphasis on the more difficult situation, the graph also showed the agency practitioners as overemphasizing, in contrast to citizens, situations with "no others" involved. Further, they also underemphasized, in contrast to citizens, systems which

would help clients take a "get up close" perspective of their situations. In addition, as noted above, most of their most frequently named attributes dealt with the role of information and practitioners and not with the unique perceptions a client might have of his situation. Thus, the same pattern emerged for both the agency practitioners and the library practitioners. Both sub-samples focused more on the normatively difficult situation and less on the unique client situation. (Attributes #38, 46)

- * While most of the remaining findings in the attribute emphasis/citizen discrepancy analysis are merely repetitions of the above with related attributes (for example, an underemphasis on no information matching the overemphasis on lots of information), there is one additional finding of special note. The agency practitioners gave relatively little emphasis in their system design attribute sets to clients who think it is "not likely at all" that a library will have helpful information. Yet, they still overemphasized this attribute in comparison with citizen emphasis. This finding suggests, therefore, that while both sub-samples were composed of information practitioners, the agency practitioners see their ideal systems as operating in a quite different realm from the library practitioners. (Attribute #99)

- * The findings showed both substantial areas of agreement as well as disagreement between the two sub-samples. The ideal systems of both sub-samples focused primarily on the delivery of information. In giving their systems this focus, both sub-samples were highly discrepant from citizen emphasis in the Phase I study. Both sub-samples also overemphasized, in contrast to citizens, the use of decisioning strategies. Both gave infrequent mention and, thus, underemphasized those client-in-situation attributes which focused primarily on client perceptions and behaviors. Both emphasized concern for the typical or normative situation as manifested by various means of categorizing situations into topic foci. Both showed a concern for helping citizens translate their needs into system terms.

- * The differences between the two sub-samples were, in part, a matter of degree. While the library sub-sample was more discrepant in its emphasis on objective information, the agency sub-sample was more discrepant in its emphasis on decision making. While both overemphasized the more difficult and challenging case, the agency sub-sample showed this pattern most clearly. Thus, the differences between the sub-samples fit fairly well the traditionally ascribed differences between library and agency practitioners. Both sub-samples, in large part, designed their ideal systems in terms of their current systems.

Summary and conclusions

The principal purpose of this chapter is to present the "ideal" helping systems designed by practitioners and to compare the characteristics of these system profiles with the citizens' descriptions of their own life-facing behavior. The pertinent question here is: How closely do the practitioners come to designing a helping system which is responsive to the expressed needs, desires, and behavior of the citizens? The overall intent is to combine the results of this chapter with those from the other analytic chapters to form a portrait of how well information practitioners coped with the client-in-situation approach.

To accomplish these purposes, this chapter utilized data generated from the system design section of the project questionnaire. (See Appendix A.) In that section, respondents were asked to select from the 115 client-in-situation attributes those which they would emphasize if they were designing a system that would help average citizens in areas where they most need help. The attribute list employed in this section was derived from the Phase I study. Since the practitioners had just used the same attribute list in their "collective client" estimates, discussed in the previous chapter, they were quite familiar with the attributes. In analyzing the responses from this section of the questionnaire, three kinds of analyses were performed. These were:

> The number of attributes mentioned analysis
> This analysis focused on the distribution of the practitioner samples according to the total number of attributes mentioned in their respective system designs.
>
> The citizen discrepancy analysis
> This analysis focused on the degree to which the systems designed by practitioners matched the expressed needs and behavior of the citizens.
>
> The citizen discrepancy x attribute emphasis analysis
> This analysis focused on the respective profiles of the "ideal" systems designed by the practitioner sub-samples by simultaneously considering how closely the designs matched citizen self-descriptions (citizen discrepancy) and the relative emphasis, within each sub-sample, that was placed on particular attributes (attribute emphasis).

Despite the methodological and conceptual difficulties which suggest caution in the interpretation of the analyses presented here, the results of this chapter were both cohesive and consistent. In the body of the chapter, results have been presented as derived in each of the separate analyses noted above. This summary and conclusion will take a different tack. Since the number of results is large and the data complex, emphasis will be placed on extracting broad, conclusive themes from the findings.

* The practitioners designed systems that emphasized information

delivery. Information was the central focus of the system designs for both sub-samples. In contrast to citizens, both sub-samples overemphasized service to those who lack information and who wished practitioners to fill information requests with a lot of information.

* The practitioners designed systems that emphasized rational approaches and de-emphasized what are commonly called irrational approaches. Thus, both sub-samples placed little emphasis in their systems on clients who want to have someone listen to their complaints or use interpersonal and emotional strategies. Both overemphasized, in contrast to citizens, the use of decisioning approaches. In their own ways, each sub-sample showed this same pattern. The library practitioners very much overemphasized getting informed and underemphasized, in contrast to citizens, coping with worries. In contrast, the agency sub-sample put more emphasis on decisioning approaches.

* The practitioners seemed to exclude information processing from non-rational approaches. This finding flows from those above. The pattern of results was such that information-related attributes rarely clustered with approaches or situations that are commonly called non-rational: emotional and interpersonal strategies or situations described by clients as being worries. It appears, then, that the practitioners did not consider the possibility of clients getting informed through the use of emotional or so-called non-rational approaches.

* The practitioners emphasized the normative situation and de-emphasized the unique client situation. Evidence came from several sources for this theme. On the one hand, the practitioners placed considerable emphasis, in their system designs, on various methods of categorizing situations and information suggesting a strong focus on the normative approach. On the other hand, the practitioners put very little emphasis -- and usually discrepant emphasis -- on those client-in-situation attributes which deal with the individual client's unique perceptions and unique approaches. Thus, for example, both sets of practitioners underemphasized, in contrast to citizens, sutations with no others involved. Both underemphasized situations in which clients had been stopped or had stopped themselves. Both underemphasized the need to know about the characteristics of the client and overemphasized the need to know about what the client had done so far in his situation. Both were discrepant from citizen emphasis in the attention they put on various perspectives that clients would use for looking at their situations.

- * The practitioners seemed to see client articulation as a means of translating the client request into system terms. Thus, both practitioner sub-samples placed high emphasis on various means of categorizing situations and information. Usually clustered with these categorization attributes were attributes indicating that the practitioners felt their ideal systems should deal with clients whose articulations are unstable or inexplicit. The juxtaposition of the articulation attributes with the categorization attributes was so consistent that it suggested that the practitioners were looking at the client's articulation as something that required shaping up to fit the systems' categories designed for information access.

- * The practitioners emphasized those aspects of client-in-situation which they now use in the normative approach. Thus, virtually all of the attributes practitioners emphasized in their system designs involved that short span of time when the client contacts the practitioner. For example, the practitioners overemphasized, in comparison with citizens, the use of situation-facing behaviors that involve the client contacting other people but underemphasized such situation-facing behaviors as stopping. Both emphasized, usually with different emphasis than that of citizens, styles of articulation. Yet, they rarely emphasized different styles of seeing situations.

- * The practitioners did not put much emphasis on helping clients make personal sense. This conclusion comes from the overall complex of findings rather than individual data points. Both sets of practitioners put less emphasis in their system designs on helping clients who want to focus on their own internal sense and more emphasis on either objective information (library practitioners) or procedural information (both sub-samples). When this finding is combined with the fact that both sub-samples overemphasized, in contrast to citizens, those attributes dealing with various means of categorizing information and situations for system access and de-emphasized most attributes dealing with the unique client's perspective, a portrait emerges which suggests that the practitioners gave relatively little emphasis to designing systems for helping clients make personal sense.

- * The practitioners emphasized the challenging case. This conclusion is consistent with the practitioners' emphasis on the normative situation. Both samples put more emphasis in their system designs on more difficult to find information. This pattern of findings was even stronger for the agency practitioners who put more emphasis on situations that were more perceptually and situationally embedded. For both sub-samples, the juxtaposition of this emphasis on the more difficult situation with the lack of emphasis on those attributes of client-in-situation which focus more on the unique client suggests that both sub-samples were focusing on measures of complexity that were independent, for the most part, of the unique client situation.

* The two sub-samples focused on different informational realms. While both sub-samples put high emphasis on the design of systems for serving clients with information requests, the two sub-samples stressed somewhat different aspects in their systems. The library sub-sample had placed almost total emphasis on information. The agency sub-sample placed emphasis on information for decision-making. The agency sub-sample also placed more emphasis on the difficult and challenging case. A picture emerges, then, of the two sub-samples veering toward what are commonly considered their strengths in normative systems. While the library practitioners showed almost an exclusionary information focus, the agency practitioners showed involvement in a larger span of the individual client's efforts to face situations. Yet, this involvement was as discrepant in its emphasis on decisioning for challenging cases as the library sub-sample's sole emphasis on information.

Table 7-1

Number of attributes named by practitioner respondents in the "system design" analyses across the practitioner samples.

NUMBER OF ATTRIBUTES NAMED	Per cent of practitioners[a]		
	LIBRARY	AGENCY	TOTAL
None	0.0	0.0	0.0
1 - 5	20.0	13.6	16.5
6 - 10	31.7	28.0	29.6
11 - 15	18.4	23.5	21.2
16 - 20	14.2	20.1	17.3
21 or more	15.6	14.8	15.4
TOTAL[b]	100.0	100.0	100.0
MEAN # OF ATTRIBUTES NAMED[c]	12.7	13.2	13.0
N (# of respondents)[a]	120	140	260

[a] There were a total of 267 practitioners, 126 library and 141 agency. Differences between these ns and those in the table above are due to missing data.

[b] The table reads vertically, summing to roughly 100%. Percentages may not sum to exactly 100.0 because of rounding error.

[c] This figure indicates the average number of attributes named by respondents in the "system design" presentations.

Table 7-3

Citizen discrepancy scores[a] for "system design" on all "checklist" attributes across the practitioner samples.

ATTRIBUTES	Per cent of situations		Citizen discrepancy scores across the practitioner[c] samples		
	CITIZEN[b]		LIBRARY[e]	AGENCY[e]	TOTAL[e]
	Raw[d] %	Standard[e] %			
TOPIC FOCUS (Topic focus of situations)					
1) Neighborhood	23.6	6.0	- 3.2	- 3.8	- 3.5
2) Consumer	36.0	9.2	- 0.7	- 5.5	- 3.2
3) Housing	17.2	4.4	- 1.4	+ 3.7	+ 1.3
4) Employment	42.3	10.8	- 3.0	+ 0.2	- 1.3
5) Education & schooling	33.3	8.5	- 1.7	- 1.7	- 1.7
6) Health	38.2	9.7	- 4.9	+ 2.4	- 1.0
7) Housekeeping & household maintenance	24.3	6.2	- 0.7	- 4.0	- 2.4
8) Transportation	16.5	4.2	- 1.7	- 1.1	- 1.4
9) Recreation & culture	10.5	2.7	+ 5.4	+ 0.4	+ 2.7
10) Financial matters & assistance	34.1	8.7	- 3.2	- 3.4	- 3.3
11) Public assistance & social security	7.9	2.0	+ 2.3	+ 8.4	+ 5.5
12) Discrimination & race relations	7.1	1.8	+ 1.5	+ 0.4	+ 0.9
13) Child care, family & personal	50.9	13.0	- 6.5	- 4.2	- 5.2
14) Legal	7.1	1.8	+ 4.5	+ 6.1	+ 5.4
15) Family planning & birth control	0.4	0.1	+ 3.4	+ 2.6	+ 3.0
16) Crime & safety	29.2	7.4	- 4.1	- 4.7	- 4.5
17) Immigration, migration & mobility	1.1	0.3	+ 5.2	+ 1.9	+ 3.5
18) Veterans & military	0.7	0.2	+ 2.1	+ 1.3	+ 1.7
19) Public affairs	11.6	3.0	+ 4.0	- 0.6	+ 1.6
20) Other[g]	----	----	----	----	----
MEAN ABSOLUTE DISCREPANCY[f]	----	----	3.1	3.0	2.8
RESOLUTION STATE (Resolution state of situations)					
21) Unresolved	59.0	59.0	+ 0.1	+ 8.1	+ 5.2
22) Partially resolved	20.3	20.3	+ 2.8	+ 6.8	+ 5.5
23) Completely resolved	20.7	20.7	- 2.9	-14.9	-10.7
MEAN ABSOLUTE DISCREPANCY[f]	----	----	1.9	9.9	7.1

(continued)

Table 7-3 (continued)

ATTRIBUTES	Per cent of situations		Citizen discrepancy scores across the practitioner[c] samples		
	CITIZEN[b]		LIBRARY[e]	AGENCY[e]	TOTAL[e]
	Raw[d] %	Standard[e] %			
NATURE OF CLIENT REQUEST (What are clients asking you to do)					
24) Listen to a complaint	91.0	49.4	-39.7	-28.9	-34.5
25) Fill an information request	21.0	11.4	+47.3	+26.3	+37.2
26) Fill a resource/service request	72.3	39.2	- 7.6	+ 2.5	- 2.7
MEAN ABSOLUTE DISCREPANCY[f]	----	----	31.5	19.2	24.8
EXPLICITNESS OF REQUEST (How explicit are client requests)					
27) Not explicit at all	39.2	39.2	+ 9.7	+ 7.0	+ 8.5
28) Somewhat explicit	45.8	45.8	-10.2	- 4.5	- 7.6
29) Explicit	15.0	15.0	+ 0.6	- 2.6	- 0.9
MEAN ABSOLUTE DISCREPANCY[f]	----	----	6.8	4.7	5.7
STABILITY OF REQUEST (How stable are client requests)					
30) Not stable at all	37.7	37.7	+23.9	+12.3	+18.3
31) Somewhat stable	25.4	25.4	- 2.3	+ 3.7	+ 0.5
32) Stable	36.9	36.9	-21.6	-16.0	-18.8
MEAN ABSOLUTE DISCREPANCY[f]	----	----	15.9	10.7	12.5
CLIENT MOVEMENT STATE (What are clients trying to do in their situations)					
33) Make a decision	57.0	19.2	+ 6.2	+ 6.5	+ 6.4
34) Get around an obstacle	64.9	21.8	- 8.8	- 2.8	- 5.4
35) Cope with a worry	59.6	20.0	-11.3	- 1.0	- 5.5
36) Live with a problematic sitatuion	56.6	19.0	-14.7	- 7.8	-10.8
37) Get informed	59.2	19.9	+28.6	+ 5.2	+15.4
MEAN ABSOLUTE DISCREPANCY[f]	----	----	13.9	4.7	8.7

(continued

Table 7-3 (continued)

ATTRIBUTES	Per cent of situations		Citizen discrepancy scores across the practitioner[c] samples		
	CITIZEN[b]		LIBRARY[e]	AGENCY[e]	TOTAL[e]
	Raw[d] %	Standard[e] %			
SOCIAL EMBEDDEDNESS (How many others are involved in client situations)					
38) No others	21.0	21.0	+29.0	+27.0	+27.5
39) One or two others	57.5	57.6	-27.8	-37.5	-34.5
40) Three or more others	21.4	21.4	- 1.2	+10.4	+ 7.0
MEAN ABSOLUTE DISCREPANCY[f]	----	----	19.3	25.0	23.0
SITUATION EMBEDDEDNESS (How independent are client situations from other situations)					
41) Independent	44.9	44.9	- 8.6	-19.9	-16.9
42) Tied in with other situations	55.1	55.1	+ 8.6	+19.9	+16.9
MEAN ABSOLUTE DISCREPANCY[f]	----	----	8.6	19.9	16.9
PERCEPTUAL EMBEDDEDNESS (Do clients find it easy or hard to get at the heart of their situations)					
43) Easy to get at the heart of	39.0	39.0	- 0.5	-18.9	-13.0
44) Hard to get at the heart of	61.0	61.0	+ 0.5	+18.9	+13.0
MEAN ABSOLUTE DISCREPANCY[f]	----	----	0.5	18.9	13.0
PREFERRED PERSPECTIVE (What perspective do clients prefer for their situations)					
45) Stand back	22.6	23.7	+ 9.6	+ 6.0	+ 6.7
46) Get up close	33.1	34.7	- 1.4	-27.4	-20.9
47) Both stand back/get up close	39.8	46.8	-13.5	+16.2	+ 9.0
MEAN ABSOLUTE DISCREPANCY[f]	----	----	8.2	16.5	12.2

(continued)

Table 7-3 (continued)

ATTRIBUTES	Per cent of situations		Citizen discrepancy scores across the practitioner[c] samples		
	CITIZEN[b]		LIBRARY[e]	AGENCY[e]	TOTAL[e]
	Raw[d] %	Standard[e] %			
ORIENTATIONAL STATE (What do clients pay attention to in their situations)					
48) Internal self	44.9	17.1	+ 3.8	+27.5	+22.3
49) External self	89.0	38.3	-22.5	-14.8	-16.3
50) Internal other	13.9	5.3	+ 5.5	+ 4.4	+ 4.7
51) External other	64.1	24.4	- 3.5	-13.3	-11.3
52) Non-human objects or conditions	50.6	19.3	+12.3	- 8.2	- 3.9
MEAN ABSOLUTE DISCREPANCY[f]	----	----	9.5	13.6	11.7
SITUATION-FACING TACTICS (How do clients respond in situations)					
53) By directing or pointing	66.8	21.8	-11.4	+ 3.4	- 2.9
54) By connecting to others	40.9	13.3	+25.0	+16.2	+20.1
55) By stopping	41.3	13.5	-11.1	- 8.3	- 9.5
56) By continuing/agreeing/ giving in	20.6	6.7	- 3.2	- 3.2	- 3.2
57) By repeating	3.6	1.2	+ 1.2	+ 3.2	+ 2.3
58) By being directed or pointed	40.1	13.1	+ 7.8	- 1.8	+ 2.3
59) By being connected by others	17.8	5.8	+ 3.5	+ 2.0	+ 2.6
60) By being stopped	62.8	20.5	-13.5	-15.3	-14.5
61) By being agreed with	3.6	1.2	+ 2.3	+ 3.2	+ 2.8
62) By being made to repeat	9.3	3.0	- 0.6	+ 0.5	0.0
MEAN ABSOLUTE DISCREPANCY[f]	----	----	8.0	5.7	6.0

(continued)

Table 7-3 (continued)

ATTRIBUTES	Per cent of situations		Citizen discrepancy scores across the practitioner[c] samples		
	CITIZEN[b]		LIBRARY[e]	AGENCY[e]	TOTAL[e]
	Raw[d] %	Standard[e] %			
SITUATUION FACING STRATEGIES (What strategies do clients use for situation-facing)					
63) Interpersonal strategy	75.3	29.4	-17.0	-11.1	-13.4
64) Decisioning strategy	32.2	12.6	+ 8.8	+28.9	+20.7
65) Cognitive strategy	42.3	16.5	+ 3.2	- 6.8	- 2.8
66) Getting-someone-to-help strategy	45.7	17.9	+24.9	+ 1.6	+11.1
67) Emotional strategy	60.3	23.6	-20.0	-12.7	-15.7
MEAN ABSOLUTE DISCREPANCY[f]	----	----	14.8	12.2	12.7
AMOUNT OF INFORMATION SEEKING (How much information do clients seek in their situations)					
68) None	27.3	27.3	-24.2	-22.0	-22.7
69) 1-2 information things	50.5	50.6	- 8.7	-15.4	-12.4
70) 3 or more information things	22.1	22.1	+32.9	+37.4	+35.2
MEAN ABSOLUTE DISCREPANCY[f]	----	----	21.9	24.9	23.4
USE OF INSTITUTIONAL SOURCES (Do clients use institutional sources to get information)					
71) No institutional sources	62.5	62.5	-34.6	-32.3	-33.4
72) One or more institutional sources	37.5	37.5	+34.6	+32.3	+33.4
MEAN ABSOLUTE DISCREPANCY[f]	----	----	34.6	32.3	33.4

(continued)

Table 7-3 (continued)

ATTRIBUTES	Per cent of situations		Citizen discrepancy scores across the practitioner[c] samples		
	CITIZEN[b]		LIBRARY[e]	AGENCY[e]	TOTAL[e]
	Raw[d] %	Standard[e] %			
INFORMATION TYPES (What type of information do clients seek in their situations)					
73) INFORMATION$_1$	40.4	40.6	+ 7.8	-11.2	0.0
74) INFORMATION$_2$	30.0	30.1	- 9.6	- 5.4	- 7.9
75) INFORMATION$_3$	29.2	29.3	+ 1.9	+16.6	+ 7.9
MEAN ABSOLUTE DISCREPANCY[f]	----	----	6.4	11.1	5.3
INFORMATION QUESTIONS (What do clients want to learn in their situations)					
76) To assess the situation/ system	30.7	27.2	- 8.8	+ 0.4	- 3.5
77) To learn options, alternatives	12.7	11.2	+ 6.4	+13.1	+10.2
78) To locate in time and space	12.0	10.6	- 1.9	- 7.9	- 5.3
79) To learn reasons and causes	22.8	20.2	- 4.4	- 4.4	- 4.4
80) To learn ideas of others	12.0	10.6	+ 3.4	- 6.0	- 2.0
81) To learn procedures	22.7	20.1	+ 5.4	+ 4.9	+ 5.1
MEAN ABSOLUTE DISCREPANCY[f]	----	----	5.0	6.1	5.1
EASE OF INFORMATION FINDINC (Do clients see information as easy or hard to find)					
82) Easy to find information	53.4	53.3	-18.8	-22.5	-20.6
83) Hard to find information	33.7	33.7	+ 6.7	+24.1	+14.7
84) Impossible to find information	13.0	13.0	+12.1	- 1.6	+ 5.8
MEAN ABSOLUTE DISCREPANCY[f]	----	----	12.5	16.1	13.7

(continued)

Table 7-3 (continued)

ATTRIBUTES	Per cent of situations		Citizen discrepancy scores across the practitioner[c] samples		
	CITIZEN[b]		LIBRARY[e]	AGENCY[e]	TOTAL[e]
	Raw[d] %	Standard[e] %			
HELPING INFORMATION UTILITIES (When information is seen as helpful, how do clients see it as helping)					
85) Helps client make progress	51.0	33.6	- 2.7	- 8.8	- 6.4
86) Helps client plan	30.6	20.1	+ 8.1	+ 1.0	+ 3.7
87) Helps client get clarification	42.8	28.2	- 7.1	- 9.8	- 8.7
88) Helps client get social support	10.2	6.7	+ 6.0	+15.3	+11.7
89) Helps client get self-control	17.3	11.4	- 4.3	+ 2.4	- 0.3
MEAN ABSOLUTE DISCREPANCY[f]	----	----	5.6	7.5	6.2
NON-HELPING INFORMATION UTILITIES (When information is seen as not helpful, why do clients say it doesn't help)					
90) Doesn't help client make progress	71.4	54.1	-37.8	- 8.8	-21.9
91) Doesn't help client plan	17.8	13.5	+ 2.8	- 2.6	+ 0.1
92) Doesn't help client get clarification	21.4	16.2	+18.5	- 5.3	+ 4.1
93) Doesn't help client get social support	10.7	8.1	+ 8.2	+ 2.8	+ 5.5
94) Doesn't help client get self-control	10.7	8.1	+ 8.2	+13.8	+12.2
MEAN ABSOLUTE DISCREPANCY[f]	----	----	15.1	6.7	8.8

(continued)

Table 7-3 (continued)

ATTRIBUTES	Per cent of situations		Citizen discrepancy scores across the practitioner samples[c]		
	CITIZEN[b]		LIBRARY[e]	AGENCY[e]	TOTAL[e]
	Raw[d] %	Standard[e] %			
EXPERT QUESTIONS (What do clients want practitioners to know about them and their situations)					
95) The nature of situation	24.6	25.1	+ 2.8	+ 5.8	+ 4.7
96) The characteristics of client	36.7	37.4	-21.5	-16.6	-19.1
97) The restraints on client	16.4	16.7	+ 3.5	- 6.6	- 1.8
98) The client's efforts so far	20.3	20.7	+15.4	+17.5	+16.3
MEAN ABSOLUTE DISCREPANCY[f]	----	----	10.8	11.6	10.5
LIBRARY INFORMATION EXPECTATION (Do clients expect libraries to have information that will help)					
99) Not likely at all	49.6	49.6	-25.9	+25.4	-21.0
100) Somewhat unlikely	12.7	12.7	+13.5	-12.7	+10.9
101) Somewhat likely	18.9	18.9	- 5.7	-18.9	- 7.1
102) Very likely	18.9	18.9	+18.0	+ 6.1	+17.1
MEAN ABSOLUTE DISCREPANCY[f]	----	----	15.8	15.8	14.0

(continued)

Table 7-3 (continued)

ATTRIBUTES	Per cent of situations		Citizen discrepancy scores across the practitioner[c] samples		
	CITIZEN[b]		LIBRARY[e]	AGENCY[e]	TOTAL[e]
	Raw[d] %	Standard[e] %			
BARRIERS TO RESOLUTION (What barriers do clients see the resolution)					
103) The situation is not resolvable	4.7	4.1	- 1.0	+ 0.1	- 0.3
104) The situation is not in the client's control	5.7	5.0	- 1.9	+12.0	+ 7.8
105) The client lacks resources	17.5	15.3	+ 7.4	+ 1.7	+ 3.3
106) The client's emotions or inactivity	13.7	11.9	-11.9	- 7.7	- 8.8
107) The client doesn't understand others	2.4	2.1	+ 1.0	+ 2.1	+ 1.7
108) The client lacks information	10.0	8.7	+23.7	+ 6.9	+12.0
109) An institution (formal group) stands in the way	15.2	13.3	- 3.5	- 2.0	- 2.6
110) An individual or peer/kin group stands in way	10.4	9.1	- 9.1	- 6.3	- 7.1
111) The situation is too complex	0.0	0.0	+ 6.6	+12.6	+10.7
112) The situation is recurring	10.4	9.1	- 9.1	- 7.7	- 8.1
113) The situation is a societal issue	7.1	6.2	- 3.1	+ 0.9	- 0.3
114) The client lacks time	2.4	2.1	+10.8	- 2.1	+ 1.7
115) The resolution is delayed	15.2	13.3	-10.2	-10.5	-10.2
MEAN ABSOLUTE DISCREPANCY[f]	----	----	7.6	5.6	5.7
OVERALL MEAN ABSOLUTE DISCREPANCY[f]	----	----	9.9	9.8	9.4
N (# of respondents)[bc]	300	300	120	140	260

[a] This table focuses on the degree of discrepancy between the per cent of practitioners emphasizing particular attributes in designing a system to be responsive to citizen needs and the per cent of general population citizen respondents who described their situations in terms of those same attributes.

(continued)

Table 7-3 (continued)

The citizen discrepancy scores measure the degree of discrepancy between practitioner plans and citizen descriptions. The higher the absolute value of the score, the greater the discrepancy.

[b] See footnote b in Table 7-2 for an explanation of the ns behind citizen data.

[c] See footnote c in Table 7-2 for an explanation of the ns behind practitioner data.

[d] The raw per cents listed here are taken directly from Table 7-2. They indicate the per cent of eligible general population citizen respondents who described themselves or were described by content analysis with each attribute.

[e] See Chapter V for an explanation of how these scores are calculated.

[f] The mean absolute discrepancy is simply the sum of the descrepancies for individual attributes, ignoring sign, divided by the number of attributes summed. It is a measure of the degree to which the practitioners were discrepant in an attribute section regardless of the direction of the discrepancy.

[g] Citizen data on topic focus came from the application of a coding scheme to citizen articulation of situations. In the scheme used, there was no direct equivalent of "other", so a comparison cannot be made. (See Content Analysis Scheme #3 in the Phase I Report).

Table 7-4

The twenty attributes with the highest citizen discrepancy scores[a] in the "system design" analyses across the practitioner samples.

ATTRIBUTES	Citizen discrepancy scores with ranks within the practitioner[b] samples.					
	LIBRARY		AGENCY		TOTAL	
	Rank[c]	Score[d]	Rank[c]	Score[d]	Rank[c]	Score[d]
24) Listen to complaint	2.0	-39.7	5.5	-28.9	3.5	-34.5
25) Fill an information request	1.0	+47.3	10.0	+26.3	1.0	+37.2
30) Not stable at all	14.0	+23.9	37.0	+12.3	18.0	+18.3
32) Stable	17.0	-21.6	25.0	-16.0	17.0	-18.8
37) Get informed	8.0	+28.6	69.0	+ 5.2	25.0	+15.4
38) No others	7.0	+29.0	9.0	+27.0	7.0	+27.5
39) One or two others	9.0	-27.8	1.0	-37.5	3.5	-34.5
41) Independent	46.5	- 8.6	15.5	-19.9	20.5	-16.9
42) Tied in with other situations	46.5	+ 8.6	15.5	+19.9	20.5	+16.9
43) Easy to get at heart of	110.5	- 0.5	18.0	-18.9	29.5	-13.0
44) Hard to get at heart of	110.5	+ 0.5	18.0	+18.9	29.5	+13.0
46) Get up close	101.0	- 1.4	8.0	-27.4	12.0	-20.9
48) Internal self	73.0	+ 3.8	7.0	+27.5	9.0	+22.3
49) External self	16.0	-22.5	30.0	-14.8	22.5	-16.3
54) By connecting to others	11.0	+25.0	23.5	+16.2	15.0	+20.1
64) Decisioning strategy	43.0	+ 8.8	5.5	+28.9	13.0	+20.7
66) Getting-someone-to-help strategy	12.0	+24.9	101.5	+ 1.6	35.0	+11.1
67) Emotional strategy	19.0	-20.0	34.5	-12.7	24.0	-15.7
68) None	13.0	-24.2	14.0	-22.0	8.0	-22.7
70) 3 or more information things	6.0	+32.9	2.0	+37.4	2.0	+35.2
71) No institutional sources	4.5	-34.6	3.5	-32.3	5.5	-33.4
72) One or more institutional sources	4.5	+34.6	3.5	+32.3	5.5	+33.4
82) Easy to find information	20.0	-18.8	13.0	-22.5	14.0	-20.6
83) Hard to find information	56.0	+ 6.7	12.0	+24.1	26.0	+14.7
90) Doesn't help client make progress	3.0	-37.8	44.5	- 8.8	10.0	-21.9
96) The characteristics of the client	18.0	-21.5	21.5	-16.6	16.0	-19.1
98) The client's efforts so far	24.0	+15.4	20.0	+17.5	22.5	+16.3
99) Not likely at all	10.0	-25.9	11.0	+25.4	11.0	-21.0
101) Somewhat likely	62.0	- 5.7	18.0	-18.9	52.5	- 7.1
102) Very likely	22.0	+18.0	61.5	+ 6.1	19.0	+17.1
108) The client lacks information	15.0	+23.7	55.0	+ 6.9	32.0	+12.0
N (# of respondents)	120	----	140	----	260	----

(continued)

Table 7-4 (continued)

---

[a] This table is derived from Table 7-3. It lists the 20 attributes with the highest "system design" citizen discrepancy scores, regardless of sign, for the library sub-sample, the agency sub-sample, or the total practitioner sample.

[b] See footnote c in Table 7-2 for an explanation of the ns behind the practitioner data.

[c] This column gives the ranks, with a rank of 1.0 indicating the attribute with the highest absolute citizen discrepancy score for that sample.

[d] This column gives the citizen discrepancy scores listed in Table 7-3. See Chapter V for an explanation of how these scores are calculated.

Table 7-5

Summary across attribute sections of the mean absolute discrepancy scores[a] for "system design" analyses across the practitioner samples.

ATTRIBUTE SECTIONS	Mean absolute citizen discrepancy scores across the practitioner[b] samples		
	LIBRARY	AGENCY	TOTAL
Topic focus	3.1	3.0	2.8
Resolution state	1.9	9.9	7.1
Nature of client request	31.5	19.2	24.8
Explicitness of request	6.8	4.7	5.7
Stability of request	15.9	10.7	12.5
Client movement state	13.9	4.7	8.7
Social embeddedness	19.3	25.0	23.0
Situation embeddedness	8.6	19.9	16.9
Perceptual embeddedness	0.5	18.9	13.0
Preferred perspective	8.2	16.5	12.2
Orientational state	9.5	13.6	11.7
Situation-facing tactics	8.0	5.7	6.0
Situation-facing strategies	14.8	12.2	12.7
Amount of information seeking	21.9	24.9	23.4
Use of institutional sources	34.6	32.3	33.4
Information types	6.4	11.1	5.3
Information questions	5.0	6.1	5.1
Ease of information finding	12.5	16.1	13.7
Helping information utilities	5.6	7.5	6.2
Non-helping information utilities	15.1	6.7	8.8
Expert questions	10.8	11.6	10.5
Library information expectation	15.8	15.8	14.0
Barriers to resolution	7.6	5.6	5.7
N (# of respondents)	120	140	260

[a] This table pulls out the mean absolute discrepancy figures from Table 7-3. For an explanation of mean absolute citizen discrepancy scores, see footnote f in Table 7-3. See Chapter V for an explanation of how citizen discrepancy scores are calculated.

[b] See footnote c in Table 7-2 for an explanation of the ns behind the practitioner data.

Table 7-9

Graphed comparison[a] of citizen discrepancy and attribute emphasis scor
highest absolute values on one or both scores in the "system design" an

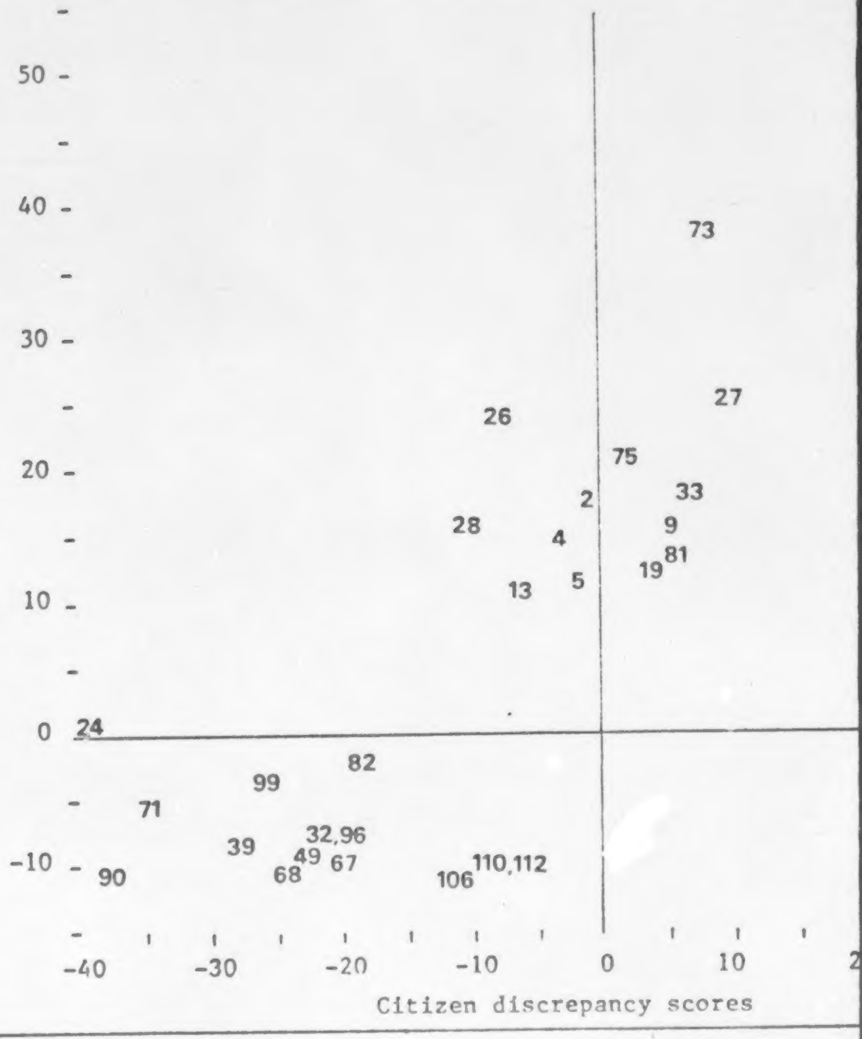
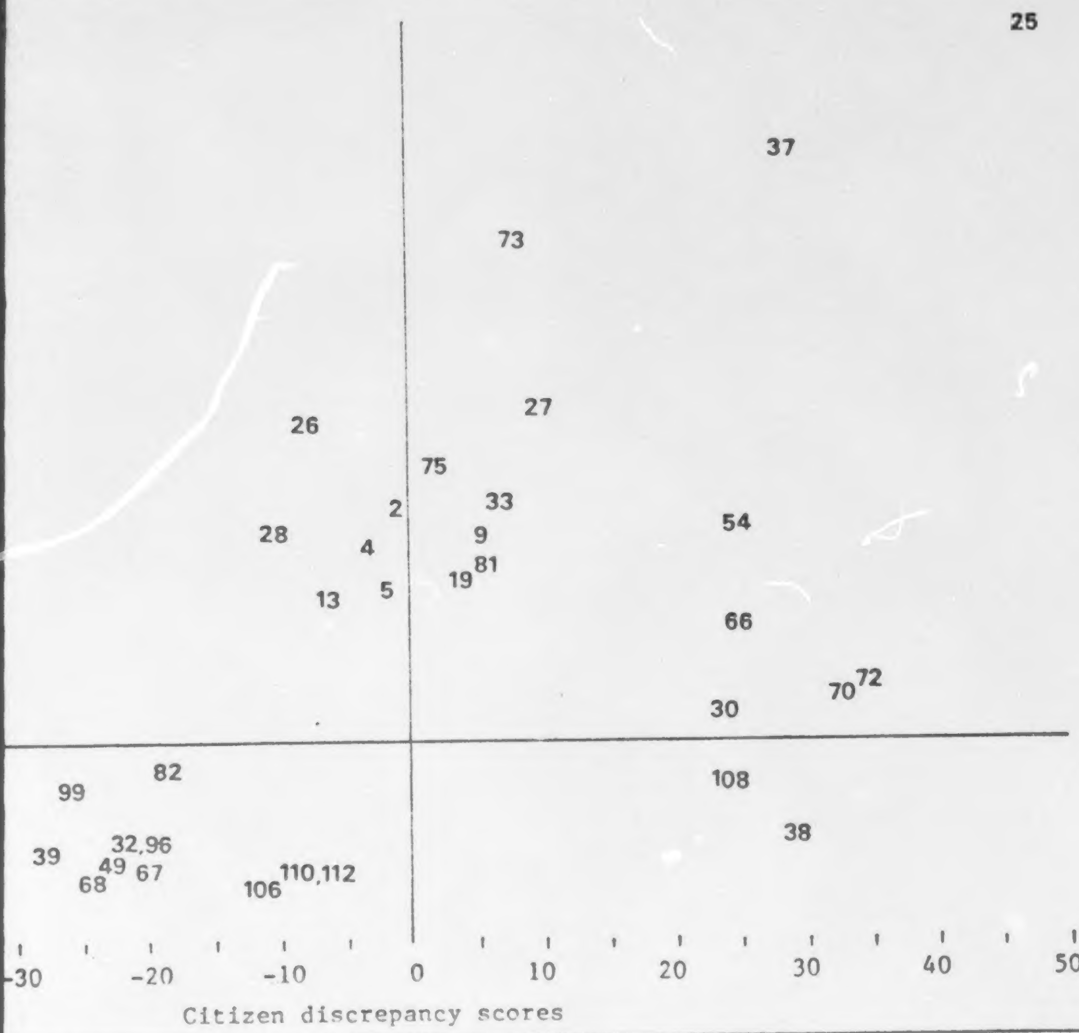


Table 7-9

izen discrepancy and attribute emphasis scores for the attributes[b] with the twenty one or both scores in the "system design" analyses for the library sub-sample.



(continued)

---

[a] This table is extrapolated from Tables 7-3, 7-4, 7-6, and 7-7. Any attr
absolute citizen discrepancy and/or absolute attribute emphasis scores
included in this table. See the preceding tables for an explanation of
are taken from Table 7-3. The attribute emphasis scores are taken from T
nations of how scores were calculated.

[b] The attributes are referred to by the standard attribute identification
The attributes graphed above include:

TOPIC FOCUS
(Topic focus of situations)
2 = Consumer
4 = Employment
5 = Education & schooling
9 = Recreation & culture
13 = Child care, family & personal
19 = Public affairs

NATURE OF CLIENT REQUEST
(What are clients asking you to do)
24 = Listen to a complaint
25 = Fill an information request
26 = Fill a resource/service request

EXPLICITNESS OF REQUEST
(How explicit are client requests)
27 = Not explicit at all
28 = Somewhat explicit

STABILITY OF REQUEST
(How stable are client requests)
30 = Not stable at all
32 = Stable

CLIENT MOVEMENT STATE
(What are clients trying to do in their situations)
33 = Make a decision
37 = Get informed

SOCIAL EMBE
(How many o
situations)
38 = No oth
39 = One or

ORIENTATION
(What do cl
situations)
49 = Extern

SITUATION-F
(How do cli
54 = By con

SITUATION-F
(What strat
situation-f
66 = Gettin
67 = Emotio

AMOUNT OF I
(How much i
their situ
68 = None
70 = 3 or m

USE OF INST
(Do clients
to get info
71 = No ins
72 = One or

Table 7-9 (continued)

from Tables 7-3, 7-4, 7-6, and 7-7. Any attribute with one of the twenty highest y and/or absolute attribute emphasis scores in the "system design" analyses is e the preceding tables for an explanation of ns. The citizen discrepancy scores he attribute emphasis scores are taken from Table 7-6. See Chapter V for explacalculated.

to by the standard attribute identification numbers used throughout this report. e include:

ersonal

u to do)

quest
e

quests)

ests)

do in

SOCIAL EMBEDDEDNESS
(How many others are involved in client situations)
38 = No others
39 = One or two others

ORIENTATIONAL STATE
(What do clients pay attention to in their situations)
49 = External self

SITUATION-FACING TACTICS
(How do clients respond in situations)
54 = By connecting to others

SITUATION-FACING STRATEGIES
(What strategies do clients use for situation-facing)
66 = Getting-someone-to-help strategy
67 = Emotional strategy

AMOUNT OF INFORMATION SEEKING
(How much information do clients seek in their situations)
68 = None
70 = 3 or more information things

USE OF INSTITUTIONAL SOURCES
(Do clients use institutional sources to get information)
71 = No institutional sources
72 = One or more institutional sources

(continued)

INFORMATION TYPES
(What type of information do clients seek in their situations)
73 = INFORMATION$_1$
75 = INFORMATION$_3$

INFORMATION QUESTIONS
(What do clients want to learn in their situations)
81 = To learn procedures

EASE OF INFORMATION FINDING
(Do clients see information as easy or hard to find)
82 = Easy to find

NON-HELPING INFORMATION UTILITIES
(When information is seen as not helpful, why do clients say it doesn't help)
90 = Doesn't help client make progress

EXPERT QUESTIONS
(What do clients want practitioners to know about them and their situations)
96 = The characteristics of client

LIBRARY INFORMATION EXPECTATION
(Do clients expect libraries to have information that will help)
99 = Not likely at all

BARRIERS T
(What barr
to resolut
106 = The
i
108 = The
110 = An i
s
112 = The

Table 7-9 (continued)

do
uations)

learn

NG
on as

TILITIES
as not
ay it

make progress

ctitioners to
situations)
of client

TATION
ies to
l help)

BARRIERS TO RESOLUTION
(What barriers to clients see
to resolution)

106 = The client's emotions or inactivity
108 = The client lacks information
110 = An individual or peer/kin group stands in way
112 = The situation is recurring

Table 7-10

Graphed comparison[a] of citizen discrepancy and attribute emphasis scores highest absolute values on one or both scores in the "system design" ana

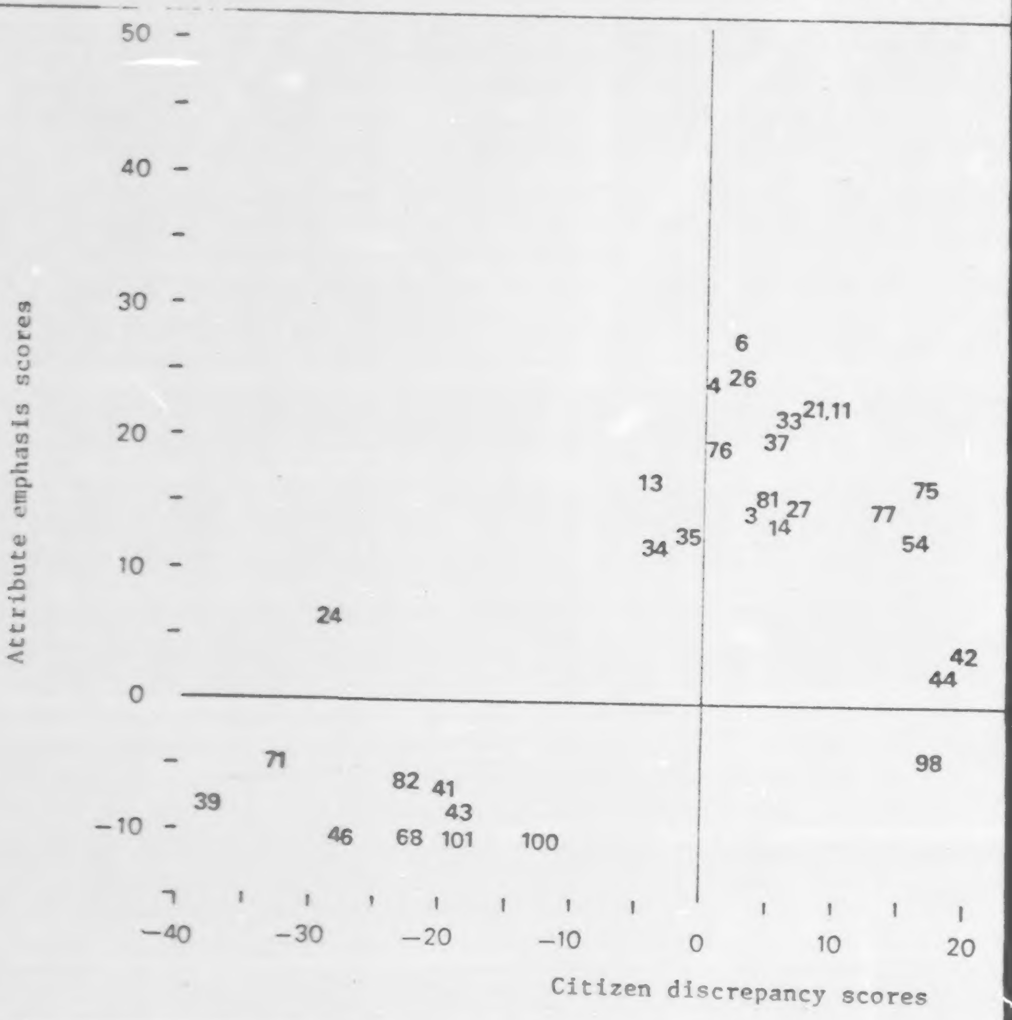
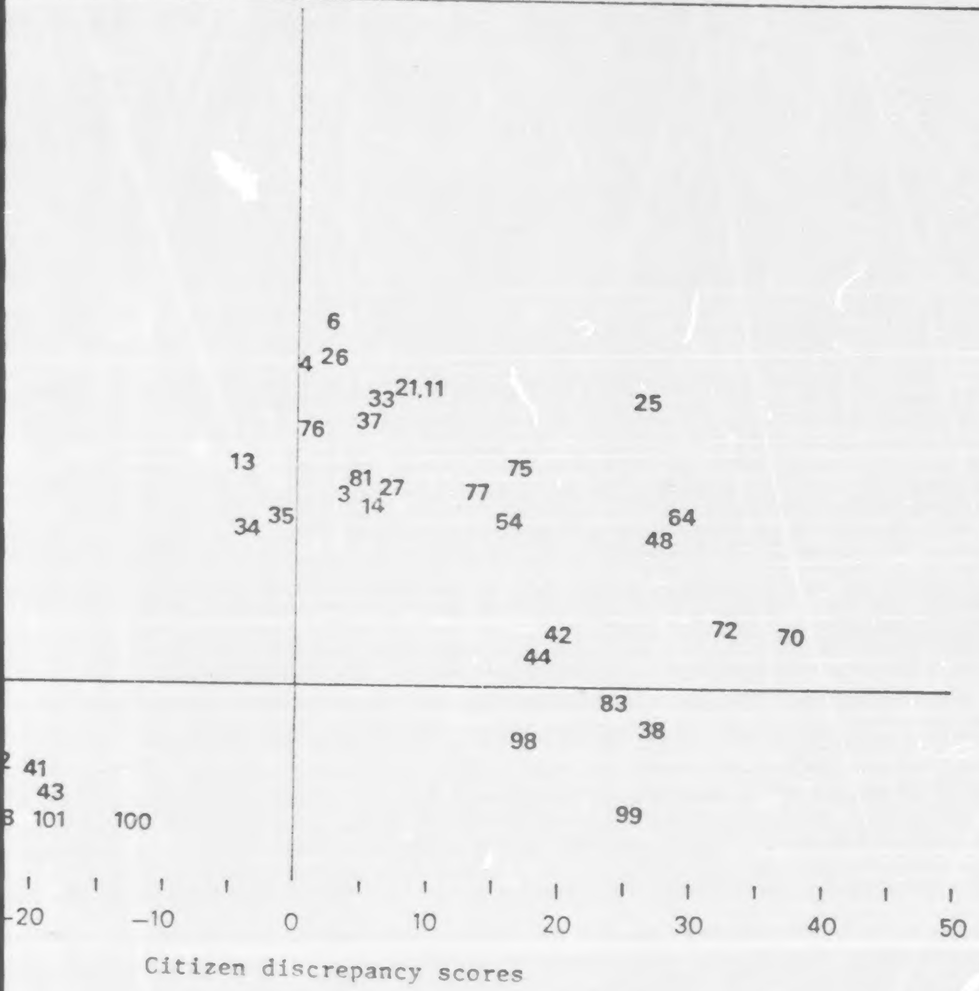


Table 7-10

discrepancy and attribute emphasis scores for the attributes^b with the twenty or both scores in the "system design" analyses for the agency sub-sample.



(continued)

---

[a] This table is extrapolated from Tables 7-3, 7-4, 7-6, and 7-7. Any at
est absolute citizen discrepancy and/or absolute attribute emphasis sc
is included in this table. See the preceding tables for an explanatio
scores are taken from Table 7-3. The attribute emphasis scores are ta
for explantions of how scores were calculated.

[b] The attributes are referred to by the standard attribute identificatio
report. The attributes graphed above include:

TOPIC FOCUS
(Topic focus of situations)
3 = Housing
4 = Employment
6 = Health
11 = Public assistance & social security
13 = Child care, family & personal
14 = Legal

RESOLUTION STATE
(Resolution state of situations)
21 = Unresolved

NATURE OF CLIENT REQUEST
(What are clients asking you to do)
24 = Listen to a complaint
25 = Fill an information request
26 = Fill a resource/service request

EXPLICITNESS OF REQUEST
(How explicit are client requests)
27 = Not explicit at all

CLIENT MOVEMENT STATE
(What are clients trying to do in their situations)
33 = Make a decision
34 = Get around an obstacle
35 = Cope with a worry
37 = Get informed

SOCIAL EMBED
(How many ot
client situa
38 = No othe
39 = One or

SITUATION EM
(How indepen
from other s
41 = Indepen
42 = Tied in

PERCEPTUAL E
(Do clients
at the heart
43 = Easy to
44 = Hard to

PREFERRED PE
(What perspe
for their si
46 = Get up

ORIENTATIONA
(What do cli
in their sit
48 = Interna

Table 7-10 (continued)

om Tables 7-3, 7-4, 7-6, and 7-7. Any attribute with one of the twenty high-
ncy and/or absolute attribute emphasis scores in the "system design" analyses
ee the preceding tables for an explanation of ns. The citizen discrepany
-3. The attribute emphasis scores are taken from Table 7-6. See Chapter V
were calculated.

o by the standard attribute identification numbers used throughout this
ed above include:

al security
sonal

ns)

to do)

est
request

ests)

o in their situations)

SOCIAL EMBEDDEDNESS
(How many others are involved in client situations)
38 = No others
39 = One or two others

SITUATION EMBEDDEDNESS
(How independent are client situations from other situations)
41 = Independent
42 = Tied in with other situations

PERCEPTUAL EMBEDDEDNESS
(Do clients find it easy or hard to get at the heart of their situations)
43 = Easy to get at the heart of
44 = Hard to get at the heart of

PREFERRED PERSPECTIVE
(What perspective do clients prefer for their situations)
46 = Get up close

ORIENTATIONAL STATE
(What do clients pay attention to in their situations)
48 = Internal self

(continued)

Table 7-10 (continued)

SITUATION-FACING TACTICS
(How do clients respond in situations)
54 = By connecting to others

SITUATION-FACING STRATEGIES
(What strategies do clients use for situation-facing)
64 = Decisioning strategy

AMOUNT OF INFORMATION SEEKING
(How much information do clients seek in their situations)
68 = None
70 = 3 or more information things

USE OF INSTITUTIONAL SOURCES
(Do clients use institutional sources to get information)
71 = No institutional sources
72 = One or more institutional sources

INFORMATION TYPES
(What type of information do clients seek in their situations)
75 = INFORMATION_3

INFORMATION QUESTIONS
(What do clients want to learn in their situations)
76 = To assess the situation/system
77 = To learn options, alternatives
81 = To learn procedures

EASE OF INFORMATI
(Do clients see i
or hard to find)
82 = Easy to find
83 = Hard to find

EXPERT QUESTIONS
(What do clients w
know about them an
98 = The client's

LIBRARY INFORMATIO
(Do clients expect
information that w
99 = Not likely a
100 = Somewhat unl
101 = Somewhat lik

Table 7-10 (continued)

	EASE OF INFORMATION FINDING
tuations)	(Do clients see information as easy
	or hard to find)
	82 = Easy to find information
	83 = Hard to find information
se	
	EXPERT QUESTIONS
	(What do clients want practitioners to
	know about them and their situations)
G	98 = The client's efforts so far
nts seek	
	LIBRARY INFORMATION EXPECTATION
	(Do clients expect libraries to have
ings	information that will help)
	99 = Not likely at all
	100 = Somewhat unlikely
sources to	101 = Somewhat likely
l sources	
clients	
n in	
system	
atives	

Table 7-11

Graphed comparison[a] of citizen discrepancy and attribute emphasis scores twenty highest absolute values on one or both scores in the "system des practitioner sample.

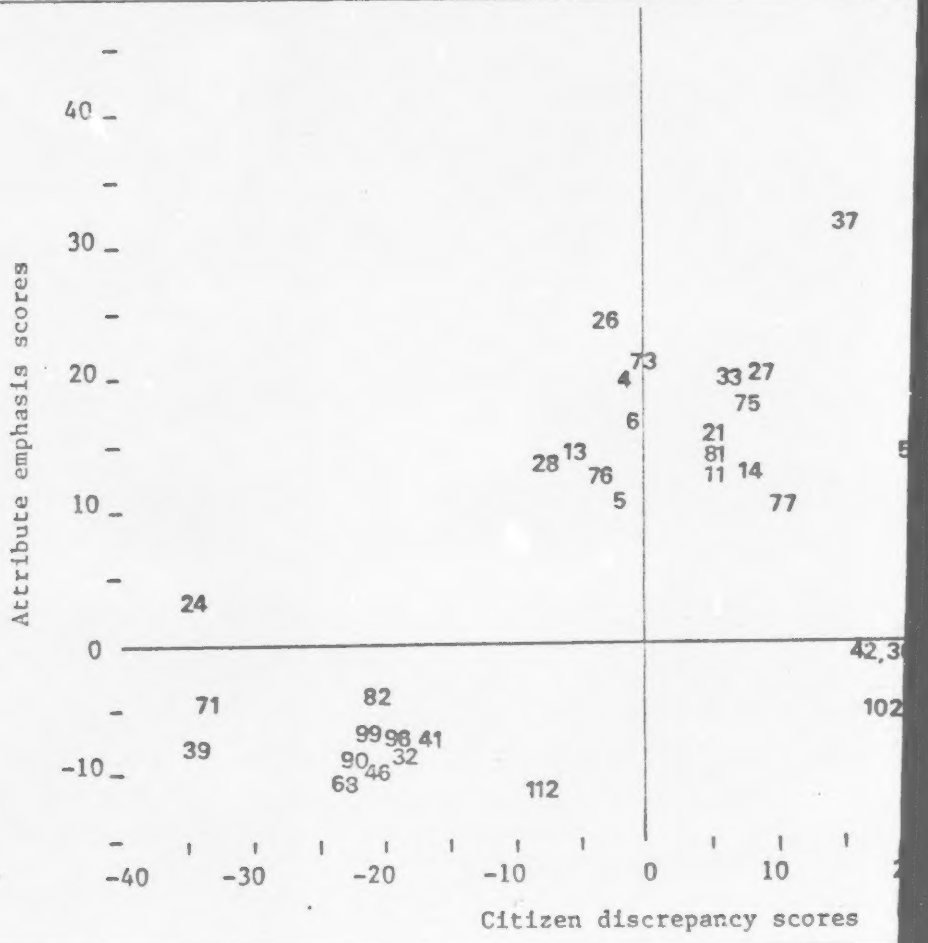
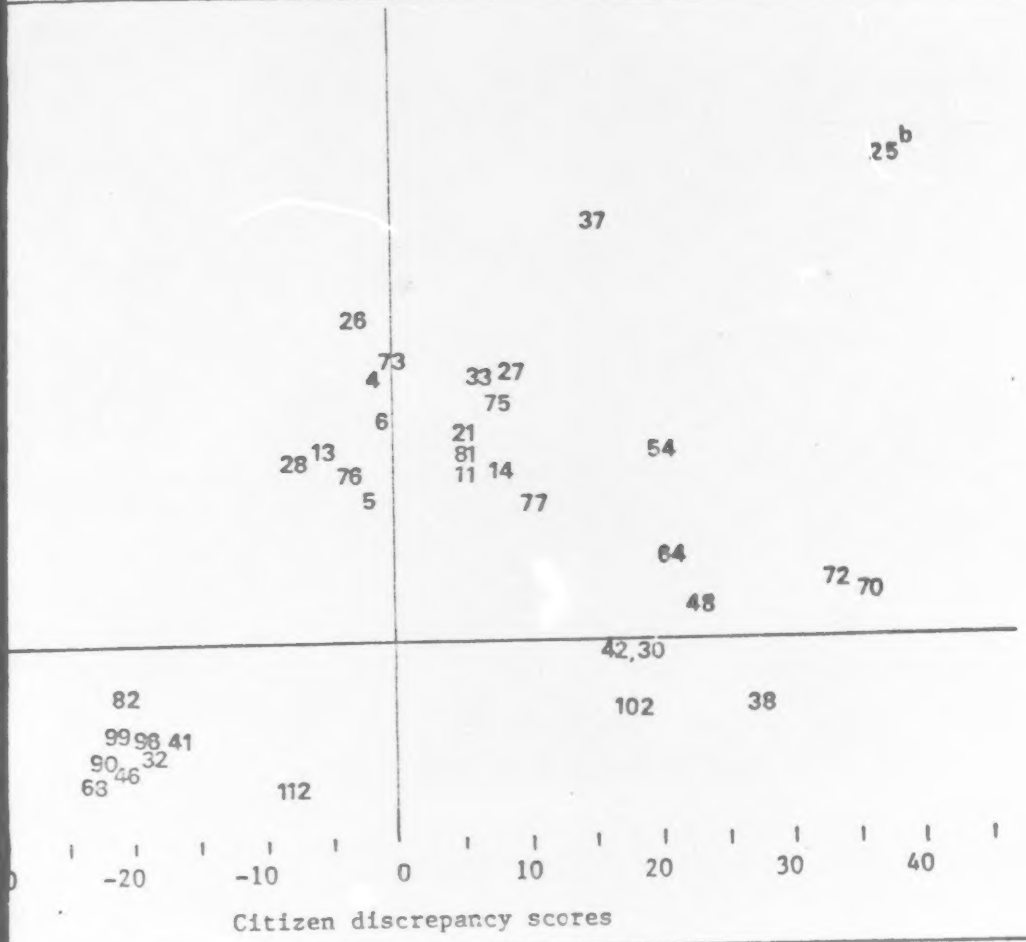


Table 7-11

zen discrepancy and attribute emphasis scores for the attributes[b] with the ues on one or both scores in the "system design" analyses for the total



(continued)

Table 7-11 (continued)

---

[a] This table is extrapolated from Tables 7-3, 7-4, 7-6, and 7-7. Any attri
highest absolute citizen discrepancy scores and/or absolute attribute emp
analyses is included in this table. See the preceding tables for an expl
discrepancy scores are taken from Table 7-3. The attribute emphasis scor
Chapter V for explanations of how scores were calculated.

[b] The attributes are referred to by the standard attribute identification n
The attributes graphed above include:

TOPIC FOCUS
(Topic focus of situations)
4 = Employment
5 = Education & schooling
6 = Health
11 = Public assistance & social security
13 = Child care, family & personal
14 = Legal

RESOLUTION STATE
(Resolution state of situations)
21 = Unresolved

NATURE OF CLIENT REQUEST
(What are clients asking you to do)
24 = Listen to a complaint
25 = Fill an information request
26 = Fill a resource/service request

EXPLICITNESS OF REQUEST
(How explicit are client requests)
27 = Not explicit at all
28 = Somewhat explicit

STABILITY OF REQUEST
(How stable are client requests)
30 = Not stable at all
32 = Stable

CLIENT MOVEME
(What are cli
their situati
33 = Make a d
37 = Get info

SOCIAL EMBEDD
(How many oth
client situat
38 = No other
39 = One or t

SITUATION EMB
(How independ
other situati
41 = Independ
42 = Tied in

PREFERRED PERS
(What perspec
their situati
46 = Get up c

ORIENTATIONAL
(What do clien
situations)
48 = Internal

Table 7-11 (continued)

---

n Tables 7-3, 7-4, 7-6, and 7-7. Any attribute having one of the twenty
epancy scores and/or absolute attribute emphasis scores in the "system design"
ble. See the preceding tables for an explanation of ns. The citizen
rom Table 7-3. The attribute emphasis scores are taken from Table 7-6. See
ow scores were calculated.

by the standard attribute identification numbers used throughout this report.
clude:

security
nal

)

do)

t
quest

ts)

CLIENT MOVEMENT STATE
(What are clients trying to do in their situations)
33 = Make a decision
37 = Get informed

SOCIAL EMBEDDEDNESS
(How many others are involved in client situations)
38 = No others
39 = One or two others

SITUATION EMBEDDEDNESS
(How independent are client situations from other situations)
41 = Independent
42 = Tied in with other situations

PREFERRED PERSPECTIVE
(What perspective do clients prefer for their situations)
46 = Get up close

ORIENTATIONAL STATE
(What do clients pay attention to in their situations)
48 = Internal self

(continued)

Table 7-11 (continued)

SITUATION-FACING TACTICS
(How do clients respond in situations)
54 = By connecting to others

SITUATION-FACING STRATEGIES
(What strategies do clients use for situation-facing)
64 = Decisioning strategy

AMOUNT OF INFORMATION SEEKING
(How much information do clients seek in their situations)
68 = None
70 = 3 or more information things

USE OF INSTITUTIONAL SOURCES
(Do clients use institutional sources to get information)
71 = No institutional sources
72 = One or more institutional sources

INFORMATION TYPES
(What type of information do clients seek in their situations)
73 = INFORMATION$_1$

75 = INFORMATION$_3$

INFORMATION QUESTIONS
(What do clients want to learn in their situations)
76 = To assess the situation/system
77 = To learn options, alternatives
81 = To learn procedures

EASE OF INFORM
(Do clients se
hard to find)
82 = Easy to f

NON-HELPING IN
(When informat
why do clients
90 = Doesn't h

EXPERT QUESTIO
(What do clien
about them and
96 = The chara

LIBRARY INFORM
(Do clients ex
information th
99 = Not like
102 = Very lik

BARRIERS TO RE
(What barriers
112 = The situ

Table 7-11 (continued)

EASE OF INFORMATION FINDING
(Do clients see information as easy or hard to find)
82 = Easy to find information

NON-HELPING INFORMATION UTILITIES
(When information is seen as not helpful, why do clients say it doesn't help)
90 = Doesn't help client make progress

EXPERT QUESTIONS
(What do clients want practitioners to know about them and their siutations)
96 = The characteristics of client

LIBRARY INFORMATION EXPECTATION
(Do clients expect libraries to have information that will help)
99 = Not likely at all
102 = Very likely

BARRIERS TO RESOLUTION
(What barriers do clients see to resolution)
112 = The situation is recurring

for

s

urces

sources

ients

in their

stem
ives

CHAPTER VIII

TRAINING STRENGTHS

Purpose

This chapter reports the results obtained in Section III of the questionnaire which asked respondents to describe their "training strengths." Each respondent was asked to indicate which of the client-in-situation attributes that he felt he had sufficient experience and ability dealing with to train other practitioners. The purpose was to provide additional data that could speak to the central issues of this study: How well do information practitioners cope with the client-in-situation approach and in what areas do they most need training?

The results of this chapter are to be combined with those of Chapters VI and VII, both of which are based on data generated by respondent use of the client-in-situation "checklist" of attributes. Chapter VI reported how the practitioner respondents, through the use of the "checklist," described their clients. Chapter VII reported how the practitioners would emphasize the various attributes in an "ideal system." This chapter focuses on how practitioners saw their own "training strengths." In combination, the three chapters present a comprehensive picture of how the practitioner respondents handled the client-in-situation "checklist." In each case, practitioner responses are compared to how the "checklist" attributes were applied to citizens in the Phase I study. The criterion for "coping," then, is how well practitioner answers "match" with those of citizens. A number of cautions must be applied to this approach. These are fully discussed in Chapters III and V and reviewed in Chapter VI.

Analysis overview

In all, there are 12 tables reported in this chapter. As a set, the tables focus on the overall chapter purpose -- that of matching practitioner "training strengths" on the "checklist" attributes to how the attributes were applied to citizen-in-situation descriptions in the Phase I study. The various tables approach this purpose in different ways. Specifically, they focus on:

* The number of different attributes on which the practitioner respondents saw themselves as having "training strengths." Table 8-1 reports how many attributes out of the 113 the respondents named. Table 8-1 is located at the end of this chapter.

* The citizen discrepancy analysis in which the degree to which practitioners named particular attributes is compared with citizen descriptions from Phase I. Here the purpose is to focus specifically on how far off practitioner emphasis is from citizen emphasis. Table 8-2 presents the raw data

from which this analysis was derived, and Tables 8-3, 8-4, and 8-5 report the results. Table 8-3 presents the citizen discrepancy scores for individual attributes, and Table 8-4 presents the 20 attributes with the highest discrepancies in each sub-sample as well as the total practitioner sample. Table 8-5 presents the average discrepancies within attribute sections. Table 8-2 is presented in Appendix H. The remaining tables are located at the end of this chapter.

* The attribute emphasis versus citizen discrepancy comparisons in which the focus is on whether practitioners were more or less discrepant from citizens on attributes which they emphasized more or less. The purpose of this analysis is to amplify the citizen discrepancy analysis. As an example, take an attribute which was both highly discrepant and highly emphasized as a training strength and compare it to one that was not highly discrepant or not highly emphasized. In each case, the juxtaposition of attribute emphasis with citizen discrepancy scores provides more insight on how the practitioners saw their training strengths on the client-in-situation attributes. Table 8-2 includes the raw data from which this analysis was derived. Tables 8-6, 8-7, and 8-8 list the attribute emphasis scores for individual attributes and the mean attribute emphasis scores for attribute sections. Tables 8-9, 8-10, and 8-11 are graphed presentations of the attribute emphasis versus citizen discrepancy scores for the individual attributes scoring highest on one or both scores for the practitioner sample as a whole as well as for each sub-sample. Tables 8-2, 8-6, 8-7, and 8-8 are all located in Appendix H. The remaining tables contain data that is specific to this analysis and are located at the end of the chapter.

* The degree of overlap between the attributes practitioners named in their "system designs" and those they named as their "training strengths" is the subject of Table 8-12. The purpose is to assess the degree to which the practitioners designed their systems to meet their own training strengths. Table 8-12 is located at the end of the chapter.

Results

Since some of the tables are quite lengthy, the tables from which the results are drawn are presented at the end of this chapter or in Appendix H. Tables located in the appendix are those that include either raw or background data. In presenting findings, emphasis is placed on describing the practitioner sample as a whole as well as on describing and comparing the agency and library sub-samples. In assessing findings, readers are encouraged to use Table 5-1, in Chapter V, to keep track of the definitions of the "checklist" attributes.

As discussed in Chapter VI, the manner of reporting findings in this report is somewhat different than the usual approach. Because of the complexity and number of findings, findings are organized for presentation in terms of conclusions, and interpretations of individual findings are woven in when they are seen as helpful in providing context. At the end of the chapter, findings will be summarized in terms of the major conclusive themes that emerged from the data.

Table 8-1. This table reports the number of attributes named as "training strengths" across the practitioner samples. The purpose is to see what proportion of the 115 client-in-situation attributes the average practitioner felt he had sufficient ability and experience dealing with that he felt able to train others on how to deal with the clients-in-situation as described by those attributes.

- * On the average, practitioners named 10.2 attributes out of a possible 115.
- * There was very little difference between the sub-samples. Library practitioners named an average of 9.4 attributes, and agency practitioners named an average of 10.9 attributes.
- * Most respondents, 61.9% of the total practitioner sample, named between 1 and 10 attributes as "training strengths." Within sub-samples, 69.0% of the library practitioners and 55.7% of the agency practitioners fell into this category.

Table 8-2. This table reports the raw data percentages obtained from the Phase I and Phase II studies. It lists the percentage of citizens to which each of the 115 client-in-situation attributes were ascribed in Phase I and the percentage of practitioners who cited each attribute as a "training strength" in this study. As noted in Chapter V, it was not possible to compare these percentages directly. For this reason, the citizen discrepancy and attribute emphasis scores were developed. This table, then, provided the baseline data from which these special scores were developed and used in Tables 8-3 to 8-11. Because Table 8-2 reports only raw data, it is included in Appendix H.

Tables 8-3, 8-4, and 8-5. These tables focus on the difference between citizen descriptions developed in the Phase I study and practitioner "training strengths" designated by the respondents in this study. The tables report the citizen discrepancy scores for the "training strengths" analyses across both practitioner sub-samples as well as in the total practitioner sample. The main focus of the citizen discrepancy analysis is on relative emphasis. Thus, the question in these tables is: Was the proportion of those practitioners who named an attribute as a training strength discrepant from the proportion of citizens to which that attribute was ascribed in Phase I? It should be noted that the citizen discrepancy analysis does not take into account the number of practitioners who named a particular attribute. That dimension of the data is covered in the attribute emphasis scores and is reported in the next section of the findings where the concern is whether practitioners were more or less discrepant on attributes which they emphasized more or less. A complete understanding of how practitioners designated their training strengths must come from both analyses. Table 8-3 reports the citizen discrepancy scores for all "checklist" attributes across the total practitioner sample. Table 8-4 reports those attributes having the highest citizen discrepancy scores. Table 8-5 is a summary across attribute sections of the mean absolute discrepancy scores. (For more details on how the citizen discrepancy scores were calculated, see Chapter V.)

- Of the 23 attribute sections, 12 had mean absolute citizen discrepancy scores of 10.0 or greater for both sub-samples. Thus, for these 12 attribute sections both sets of practitioners showed substantial discrepancy in the relative emphases they placed on one or more attributes within the sections. While the overall portrait presented by these highly discrepant attribute sections showed some interesting conflicts which will be highlighted below, the picture presented is one which suggests that the practitioners overemphasized, in contrast to citizens, those aspects of the client-in-situation approach which agree with the traditional approach to information services.

- For example, among the strongest findings were those dealing with how the practitioners saw their abilities vis-a-vis what clients want from practitioners. In contrast to citizens who gave far less emphasis to the purpose, both sub-samples overemphasized their ability to deal with clients who want to "fill an information request." The citizen discrepancy scores, here, were +39.8 for the library sub-sample and +23.6 for the agency sub-sample. Both sub-samples also underemphasized, in contrast to citizens, "listen to a complaint" (-26.9, library; -20.2, agency). The greater discrepancy score on information for the library sub-sample was accounted for by the library respondents who also described themselves as less able to "fill a resource/service request" (-12.9) than the agency respondents (-3.4). Thus, both sub-samples of practitioners generally gave more emphasis in their "training strength" descriptions to information requests than did citizens. The library practitioners gave this even more emphasis than the agency practitioners. These findings are not unexpected from a sample of information practitioners operating in traditional systems which emphasize information as an end product. It is also to be expected that the agency practitioners would give somewhat more emphasis to resources and services which are considered to be their end-products.

- Both sets of practitioners also overemphasized, in contrast to citizens, their ability to deal with citizens who seek more information. Both had positive citizen discrepancy scores for "3 or more information things" (+25.4, library; +38.0, agency) and negative citizen discrepancy scores for "none" and "1-2 information things."

- * Also in line with the general emphasis the practitioners gave to their ability to handle clients who want to fill information requests with more information was their higher relative emphasis on information that is harder to find. Thus, the library practitioners had a discrepancy of +43.0 on "hard to find information," and the agency practitioners had a discrepancy of +16.3. Interestingly, the lower agency overemphasis was accounted for by the fact that they also overemphasized, in contrast to citizens, "impossible to find information," while the library practitioners underemphasized this attribute (-13.0, library; +20.7, agency).

- * In general, both sets of practitioners overemphasized, in contrast to citizens, their ability to handle clients who want to fill information requests with a sizable amount of difficult to find information.

- * Another attribute section for which both sub-samples of practitioners had high mean absolute discrepancies was "perceptual embeddedness." While relatively few respondents cited attributes in this section as training strengths, those that did overemphasized, in comparison to citizen emphasis, "hard to get at the heart of" (+18.1, library; +25.9, agency) and underemphasized "easy to get at the heart of." This finding has coherence in terms of the findings above. A picture begins to emerge which suggests that the practitioners saw themselves as "experts" to whom citizens should turn for information that will help in difficult situations.

- * This pattern is further reinforced by the underemphasis of both sub-samples on "resolved situations" and overemphasis on "partially resolved" and "unresolved situations." Both samples had negative discrepancy scores on "completely resolved" (-20.6, library; -16.8, agency) and positive discrepancy scores for "partially resolved" or "unresolved." Interestingly, however, the library sub-sample overemphasized only "partially resolved" situations and underemphasized "unresolved" situations (+36.7 and -23.5, respectively), and the agency sub-sample overemphasized both (+13.1, "unresolved," and +13.7, "partially resolved"). Generally, then, practitioner descriptions of their abilities to deal with varying "resolution states" fit their descriptions of their abilities to deal with more difficult situations requiring more information. In both cases, the practitioners put more emphasis on their "training strength" descriptions of situations that are not resolved. The library respondents indicated that they were better able to deal with situations on which some progress had been made, and the agency respondents said they could deal with situations in which the client had made either some progress or none.

- In line with the above findings are the results for the "stability of request" attribute section. Both sub-samples overemphasized, in comparison to citizens, "not stable at all" (+25.5, library; +39.5, agency) and underemphasized "stable." In general, then, both sub-samples gave more emphasis than citizens did to less stable articulations. Although the number of respondents who actually named attributes in this section was relatively small, the relative emphasis fits the pattern of the findings presented above.

- The findings, thus far, present a fairly consistent picture of where the practitioners, in describing their "training strengths," were most discrepant from citizens. The picture that emerges is one where practitioners overemphasized the traditional focus on practitioner ability to deliver hard to find information for situations which are not resolved and that are hard to get at the heart of and for which citizens are unable to present stable articulations. Given this portrait, it is not surprising that the most discrepant attribute section was "use of institutional sources." In this attribute section, practitioners overemphasized the use of "one or more institutional sources" (+12.5, library; +32.4, agency). Again, the findings showed the agency practitioners to be even more discrepant than the library practitioners.

- Given the coherent picture presented in the findings above, it is of interest that both sub-samples infrequently cited and underemphasized socially embedded client situations. Thus, the discrepancy scores for situations with "no others" were +64.2 for library and +15.7 for agency. Both sub-samples had negative discrepancy scores for situations with "one or two others" (-42.8, library; -20.9, agency). The library practitioners also had a negative discrepancy score for situations with "three or more others" (-21.4) while the agency sub-sample had a positive discrepancy score (+5.2). Thus, those practitioners who cited the "social embeddedness" attributes gave more emphasis to situations in which the client moves alone than citizens did in the Phase I study. Even though the baseline ns here are low, the picture that emerges suggests the conflict that exists in normative systems. On the one hand, the practitioner is an expert at dealing with difficult information and difficult situations. On the other hand, the citizen is seen as quite unencumbered and separated from his own situational context. In a sense, this suggests that the client and his uniqueness may be irrelevant to the measure of complexity used by practitioners. The exception to this is the agency sub-sample's description of their own training strengths in dealing with more socially embedded situations. This is not unexpected, however, given the fact that social service agencies sometimes deal with groups of clients. In addition, given the degree of specialization in human service delivery, agency practitioners often need to rely on numerous referrals in organizing the delivery of resources and services.

- The findings above were additionally reinforced by the fact that both sub-samples had mean absolute discrepancy scores of 10.0 or above for two attribute sections, "preferred perspective" and "orientational state," which tap where and how the client focuses attention on his situation. For "preferred perspective," the mean discrepancy was 23.2 for the library sub-sample and 20.8 for the agency sub-sample. For "orientational state," the mean discrepancy was 13.5 for library and 13.7 for agency. For both attribute sections, the percentage of library respondents who cited one or more attributes in each section was 5% or less and make any conclusions tenuous. Despite the low ns, the results showed that those respondents who did cite attributes in these sections as "training strengths" did so with relative emphases discrepant from how the attributes were ascribed to citizens in the Phase I study. Both sub-samples placed more emphasis on the dual perspective, "stand back/get up close" than citizens did. Further, the library respondents, in contrast to citizens, said they were more able to deal with clients who wish to focus on others while the agency respondents said they were more able to deal with clients who wish to focus on self. Such results, even though based on low ns in some cases, form a pattern which suggests that the practitioners may see themselves as best able to focus on aspects of situations of which citizens are less interested.

- Another attribute section in which there was a low n but high discrepancy was "non-helping information utilities" which had a mean absolute discrepancy of 16.9 for the total practitioner sample. Less than 3% of the respondents in either sub-sample cited one or more attributes in this section as "training strengths." The few respondents who did cite these attributes veered to perspectives accepted in traditional systems. The library respondents said they were best able to deal with citizens who had found that information did not help in planning or in getting clarification. In contrast, the agency respondents said they were best able to deal with citizens who found that information did not help in making progress or getting social support. More important, however, is the fact that relatively few practitioners cited these attributes. This is in contrast to the "helping information utilities" attribute section in which a minimum of 18% of the practitioners in both sub-samples named one or more attributes as "training strengths" and did so with an average discrepancy in the total practitioner sample of only 3.6. Here again is evidence suggesting that the practitioners placed less emphasis on and were more discrepant in their emphasis for those aspects of client-in-situation which fall outside the purview of traditional approaches to information services.

* One final attribute section that had mean absolute discrepancy scores of 10.0 or above in both sub-samples was "library information expectation" with a mean discrepancy of 16.5 in the library sub-sample and 20.2 in the agency sub-sample. Interestingly, the percentage of respondents citing these attributes in this section was low, 12% or less in the library sub-sample and 5% or less in the agency sub-sample. The discrepancy analysis results showed that the library practitioners who cited attributes in this section placed more emphasis, in contrast to citizens, on clients who see libraries as only "somewhat likely" to have helpful information. The ns for the agency sub-sample were too small to draw conclusions from. The results for the library sub-sample, although based on marginal ns, coincide with the findings presented above. It is consistent that library practitioners would see themselves as able to deal with clients who see libraries as only "somewhat likely" to have helpful information when they also see themselves as able to deal with clients looking for information that is "hard to find" for difficult situations.

* The findings above dealt with the 12 attribute sections for which both sub-samples had discrepancies of 10.0 or above. Almost all of the findings in the 11 remaining attribute sections converge on one basic point: The practitioners were discrepant from citizen emphasis when they described themselves as being more able to deal with objective and rational approaches to information seeking and situation facing. The findings, as will be discussed below, indicate that this was true of both sub-samples but markedly even more true of the library sub-sample.

* For the "client movement state" attribute section, results showed that both sub-samples overemphasized "get informed" (+49.3, library; +14.7, agency) as a "training strength" in contrast to citizens. The library sub-sample also underemphasized, in contrast to citizens, both "cope with a worry," (-9.1) and "live with a problematic situation," (-12.6). While the agency sub-sample did not have markedly discrepant

scores for these movement states, they overemphasized "make a decision" (+16.0, agency; +2.1, library). Although the library sub-sample was generally more discrepant in this section than the agency sub-sample (mean absolute discrepancy of 15.5 versus 7.9), the results showed both sub-samples as discrepant, from citizens, in their descriptions of their ability to deal with clients who see themselves in what traditionally are called more rational movement states.

* This result was further amplified by respondent evaluations of their "training strengths" in the "situation-facing strategies" attribute section. Here, both samples had mean absolute discrepancies under 10.0 (9.4 each), but the pattern of the discrepancies agreed entirely with the findings above. Both sub-samples underemphasized "emotional strategy" (-14.2, library; -10.2, agency) and somewhat underemphasized "interpersonal strategy" (-7.5, library; -10.8, agency). The library sub-sample overemphasized "getting-someone-to-help" (+14.9, library; -1.4, agency) and somewhat overemphasized "cognitive strategy" (+8.5, library; -1.1, agency). In contrast, the agency sub-sample markedly overemphasized "decisioning strategy" (-1.7, library; +23.5, agency).

* This pattern was even further reinforced by the findings in the "situation-facing tactics" attribute section. Although the overall discrepancies were not large (mean absolute discrepancy of 10.7, library; 5.8, agency), several individual attributes were highly discrepant. This was most true for the library sub-sample which said they were best able to deal with clients who used only three tactics: "by connecting to others" (+15.3), "by being directed or pointed" (+27.6), and "being connected by others" (+8.3). The agency sub-sample showed the same pattern of results although with less discrepancy and with a somewhat broader range of tactics. The results also showed that both sub-samples underemphasized "by being stopped" (-20.5, library; -12.2, agency). The picture that emerged, then, from this attribute section suggests that the practitioners are discrepant from citizens in their emphasis on their abilities to deal with clients who face situations primarily by making contact with practitioners to receive information.

* Results in two additional attribute sections carried through the patterns above. In "information types," both sub-samples underemphasized "Information$_2$" (-15.7, library; -13.3, agency). The library sub-sample overemphasized "Information$_1$" (+15.2) but not "Information$_3$" (+0.5), and the agency sub-sample tended to overemphasize both "Information$_1$" and "Information$_3$" (+5.5 and +7.8, respectively). Thus, both sub-samples were discrepant from citizens in their "training strengths" evaluations by their emphases on objective information and

their relative lack of emphasis on internal or subjective information. In addition, the agency sub-sample somewhat overemphasized procedural information, information on how to find information.

- * Another attribute section continued the information emphasis of the last four findings. In the attribute section on "barriers to resolution," both sub-samples showed relatively low discrepancies on all attributes but one. On this attribute, "the client lacks information," the discrepancies were +51.3 for library and +23.6 for agency. Not unexpectedly, then, both sub-samples said they were strongest in dealing with clients who lacked information and in doing so placed more emphasis on this attribute than citizens did.

- * One final attribute section, "expert questions," added a new but consistent turn to the findings above. In this attribute section, both sub-samples underemphasized, in contrast to citizens, "the characteristics of client" (-18.9, library and -6.9, agency), and both overemphasized "the client's efforts so far" (+16.4, library and +14.1, agency). Thus, the practitioners were discrepant from citizens when they described themselves as able to deal with clients who want practitioners to know what has been done for their situations thus far. Each sub-sample also put less relative emphasis, than citizens did, on clients who want practitioners to know specifically about them and their personal characteristics.

- * Finally, there were five attribute sections in which the mean absolute discrepancies in the total practitioner sample were all 6.0 or below and for which there was little difference between sub-samples. Three of these five, "topic focus," "helping information utilities," and "information questions," all deal with means of categorizing and evaluating information and with aspects of client-in-situation which are apparent in the traditional approach to information systems. One would expect practitioners to have some feel for the emphasis needed in different topic areas since it is necessary to categorize client situations in order to deal with them within systems that demand categorization. One would also expect practitioners to have some feel for the kinds of questions which citizens ask when a question-asking mode is imposed, especially since this is exactly the kind of mode which current systems assume. One would also expect practitioners to be aware of how information is evaluated, once it is assumed helpful, since this is an awareness that can be obtained within the context of interactions with clients in normative systems.

- * The two remaining sections with low discrepancies were "explicitness of request" and "situation embeddedness."

Even the trends in these findings agree with findings above. Thus, both sub-samples of practitioners overemphasized as "training strengths" their ability to deal with client articulations that are "not explicit at all." This agrees with the overemphasis on articulations that are "not stable at all." In addition, the library sub-sample slightly underemphasized situations that are "tied in with other situations" while the agency sub-sample slightly overemphasized these more complex situations. This finding agrees with the pattern developed above which suggests that the agency practitioners saw themselves as better able than the library practitioners to deal with more difficult, more complex situations.

* Thus, the findings in the citizen discrepancy analysis of practitioner "training strengths" merged into a fairly consistent and coherent whole. Both practitioner sub-samples were discrepant from citizens in their emphasis on the traditional model of the information practitioner-client relationship. It is expected, in this traditional model, that the practitioner is an expert at finding hard to find information for difficult situations which require a lot of information. It is also expected that the emphasis will be on objective information processing, not emotional or subjective approaches. It is also expected that the practitioner needs to be skilled at translating sometimes incoherent and unclear client articulations into terms that fit the system. The emphasis, in this process, is placed not so much on the uniqueness of the client's situation but on the ways the client's entry fits into the "situation pool."

* Interestingly, the differences between the sub-samples also agree with the traditionally accepted differences between these two kinds of information practitioners. On the one hand, the library practitioners were most discrepant from citizens in their consistent overemphasis on information as an end product and on their own particular role in information delivery. On the other hand, while agency practitioners presented the same portrait of discrepancy, they also were discrepant in their overemphasis on decisioning as a strategy and in their overemphasis on the more difficult articulation, the more difficult situation, and the more difficult to obtain information.

Tables 8-6, 8-7, and 8-8. These tables focus on the degree of emphasis given to each attribute in the "training strengths" evaluations. Each attribute is given an attribute emphasis score for each sub-sample as well as the total practitioner sample. These scores tap the degree to which the percentage of practitioners citing a particular attribute was discrepant from the percentage of practitioners citing the average attribute. (For a complete explanation of how the attribute emphasis scores were computed, see Chapter V.) Table 8-6 reports the attribute emphasis scores for the practitioner sample and sub-samples for each of the 115 attributes. Table 8-7 reports those attributes with the highest emphasis scores. Table 8-8 pulls out and summarizes the mean attribute emphasis scores for the attribute sections. These background tables, which are included in Appendix H, provide the source data on emphasis scores used in the construction of the graphed tables discussed below.

Tables 8-9, 8-10 and 8-11. This set of graphs juxtaposes citizen discrepancy and attribute emphasis scores for the "training strengths" analyses. From these graphs, it is possible to learn if practitioners gave more or less emphasis to those attributes on which they were discrepant to a greater or lesser degree. Table 8-9 is a graphed comparison of those attributes having the twenty highest absolute citizen discrepancy and/or attribute emphasis scores for the library sub-sample. Table 8-10 is a graphed comparison for the agency sub-sample. Table 8-11 is a graphed comparison for the total practitioner sample.

* The citizen discrepancy/attribute emphasis analysis results for the library and agency sub-samples were considerably different. For this reason, the sub-samples will be discussed first. Then the findings that are common across the samples will be highlighted at the end of this section.

* For the library sub-sample, the graph showed that two of the attributes which were the most highly emphasized were also among the most discrepant. Not surprisingly, both of these deal with information. The librarians felt best able to deal with clients who want to "fill an information request" in order to "get informed." A third attribute with an extremely high emphasis was "Information$_1$," which was also moderately discrepant from citizen portraits. In general, then, the librarians clearly felt strongest in their roles as objective information dispensers. Yet, on these very attributes which they emphasized most, they were moderately to highly discrepant from citizens. (Attributes #25, 37, 73)

* Fitting in with this pattern was a single attribute which stood alone in being emphasized somewhat more than the average attribute and also moderately overemphasized when compared to citizens in the citizen discrepancy analysis. This attribute was "getting-someone-to-help." The library practitioners zeroed in specifically on the one situation-facing strategy in which they have a clear role, emphasizing less often some other frequently used strategies such as interpersonal, emotional, or cognitive approaches. Clearly, then, the library practitioners saw themselves as best able to help citizens obtain objective information. (Attribute #66)

* A large cluster of attributes were emphasized more than the average but were, at the most, only slightly discrepant. Six of these dealt with different topic foci and reflect the normative emphasis on categorization of client situations into areas which allow access to formalized information banks. It is interesting to note that 6 of the library respondents' 20 most emphasized attributes fell into the "topic focus" attribute section. (Attributes #2, 5, 7, 9, 13, 19)

* Of the seven remaining attributes in this low discrepancy-moderate emphasis cluster, three dealt with various other means of categorizing information. Thus, the library practitioners were not particularly discrepant but did emphasize, more than the average attribute, their abilities to deal with clients who seek procedural information ("Information$_3$") and who ask practitioners questions "to learn procedures" and to "assess the situation/system." When this is combined with the portrait above, a picture emerges of the library respondents as information-oriented and, in particular, oriented to objective and procedural information focusing more on typical situations than unique situations. This portrait is further reinforced by two additional attributes in this cluster which show that the library respondents felt they were better able to deal with clients who evaluate helpful information in terms of whether it "helps client makes progress" or "helps client get clarification." While the library respondents were not particularly discrepant in this emphasis, it is notable that they did not emphasize other bases for evaluating information. (Attributes #75, 76, 81, 85, 87)

* The two remaining attributes in this low discrepancy-moderate emphasis cluster dealt with the manner in which clients articulate requests and show the library practitioners as describing themselves as best able to deal with clients whose articulations are either "not explicit at all" or "somewhat explicit." When this finding is juxtaposed with those above, it suggests that the typical library respondent saw himself as able to help the client articulate his need but would encourage him to do so only within the context of the normative system. (Attributes #27, 26)

* Supporting the above portrait is another finding which showed that the library practitioners emphasized two attributes more than the average attribute but not enough when compared to citizen emphasis. Thus, the library sub-sample had negative citizen discrepancy scores and positive attribute emphasis scores on "listen to a complaint" and "fill a resource/service request." Although these respondents showed some willingness to take these non-information foci,

their emphasis was far less than that of citizens. This was particularly true for "listen to a complaint." (Attributes #24, 26)

- Another group of attributes received average emphasis from the library practitioners but were moderately to highly discrepant in the citizen discrepancy analysis. Most of this cluster reinforces the findings above, particularly in the emphasis on information. While the library practitioners gave only average emphasis to these attributes, they were discrepant when they said they were able to help clients whose situations are not resolved because "the client lacks information," needs "hard to find information," and feels it is "somewhat unlikely" that a library will have helpful information. Further, the library respondents were discrepant from average emphasis when they said that they were able to help the client who wants a lot of information and wants to be pointed or directed by a helper. This picture, then, essentially agrees with the findings above but enriches the portrait. In this attribute cluster, the library respondents showed that they overemphasize, in contrast to citizens, the traditional focus of the expert on the difficult case and challenging case. (Attributes #58, 70, 83, 100, 108)

- In this same cluster of discrepant attributes with only average emphasis were three that dealt with neither information nor the practitioner's role in the client's situation but with the client's picture of his situation, his evaluation of what has helped, and his preference for how he wants to look at his situation. Thus, the library practitioners were highly discrepant from citizens but gave only average emphasis to a description of themselves as able to deal with clients who want to "both stand back/get up close" for situations which involve "no others" and for which information "doesn't help client plan." Virtually no attributes that dealt exclusively with the client's view of his own situation received high attribute emphasis scores. This was true for these three attributes. What is unusual about these three attributes is that they were positively discrepant while most attributes that dealt exclusively with client pictures, as opposed to practitioner and/or information's role, were negatively discrepant, i.e. far less emphasized by practitioners than by citizens. The fact that these three were positively discrepant reinforces, however, the portrait that is emerging of the library practitioners' pictures of their own strengths. One would expect, for example, that library practitioners would evaluate non-helping information in terms of whether it helps in planning rather than in terms of some other potential utilities. One would also expect practitioners who place more emphasis on objective information to place less emphasis on the potential social complexity of the client's unique situation, even when most citizens say at least one other person is involved in their situations. One would also expect the normative practitioner to take a more all inclusive perspective rather than seeing the need for adapting perspectives to unique client needs. (Attributes #38, 4?, 91)

- The set of attributes which were negatively discrepant and emphasized less than average support the finding immediately above. The library sub-sample graph shows 10 such attributes, and of these, only 2 deal with information. These two attributes show that the library practitioners felt less able to deal with citizens who are seeking "easy to find" information and feel it is "not likely at all" that the library will have useful information. The remaining attributes in this cluster dealt with client definitions of their situations, points of focus, evaluations of information, and situation-facing tactics and perspectives that occur outside the normative practitioner-client interaction. Thus, the library respondents said they were less able to deal with clients in "unresolved" situations involving one or more others. They also said they were less able to deal with clients who give "stable" articulations and wish to focus on "external self" with a "stand back" perspective. Further, the library respondents also said they were less able to deal with clients who had used a "by being stopped" tactic in situation-facing and had found information was not helpful because it didn't help them make progress. More important, however, than the individual attributes in this cluster is the fact that almost the entire set of under-emphasized and negatively discrepant attributes dealt with the unique client-in-situation. In contrast, almost the entire set of overemphasized and positively discrepant attributes dealt with the role of information and the practitioner in the client's situation independent of that client-in-situation's uniqueness. (Attributes #21, 32, 39, 40, 45, 49, 60, 82, 90, 99)

- In summary, the picture of the library practitioners which emerged from the citizen discrepancy analysis is supported in the attribute emphasis/citizen discrepancy comparison. The library sub-sample showed a marked tendency to describe as "training strengths" those attributes which are handled routinely in the normative system. These most emphasized attributes focus primarily on information and the practitioner independent of the unique client-in-situation. The portrait suggests that the library practitioners see themselves as best able to deliver objective information to clients who want to get informed. In presenting this portrait, the library practitioners were highly discrepant from citizen portraits in the Phase I study. Further, the library practitioners were also highly discrepant when they described themselves as less frequently able to deal with the more unique aspects of client-in-situation and those that appear in the normative view to be irrelevant to the practitioners' traditional focus on the delivery of objective information.

* In contrast to the library sub-sample, the agency sub-sample presented a much less extreme picture. Generally, these respondents were not as discrepant from citizens in their "training strengths" evaluations. Nor did they have such extremes in citation percentages. They did, however, show many of the same patterns that were shown by the library sub-sample.

* While the agency sub-sample graph did not divide attributes into as easily identifiable clusters as did the library sub-sample, a cluster of high emphasis-high, positive discrepancy attributes was identifiable. As with the library sub-samples, these attributes showed a discrepant agency practitioner emphasis on information. Thus, the agency practitioners indicated that they felt very able to deal with the client who wants to "fill an information request" to "get informed." These same two attributes were also highly emphasized in the library sub-sample portrait. For the agency practitioners, however, the emphasis on information went hand-in-hand with an emphasis on taking a decision-making approach to situation-facing. The agency practitioners also said they were well able to deal with the client who wants to use a "decisioning atrategy" to "make a decision" and, thus, wants information to "learn options and alternatives." Thus, while the library practitioners were most discrepant from citizens in their high emphasis on information, per se, the agency practitioners were most discrepant from citizens in their high emphasis on the use of information for decision making. (Attributes #25, 33, 37, 64, 77)

* As with the library sub-sample, the agency sub-sample had a large cluster of highly emphasized, but not discrepant, attributes that dealt with various means of categorizing client situations and client information requests. Among these attributes, 11 in all, were 5 in the "topic focus" attribute section. As did the library practitioners, the agency practitioners placed a large degree of emphasis on the traditional means of categorizing client situations. (Attributes #4, 6, 11, 13, 14)

* Of the remaining six attributes in this high emphasis-low discrepancy cluster, all but one dealt with different "information types" and "information questions." Thus, the agency practitioners saw themselves as best able to deal with

clients who want both "Information$_1$" and "Information$_3$" in order "to assess the situation/system," "to learn reasons and causes," and "to learn procedures." Unlike the library practitioners, the agency practitioners placed emphasis on a broader range of informations. While the library respondents focused primarily on objective information, the agency respondents focused on both objective information and procedural information. While the library respondents overemphasized, in contrast to citizens, information "to assess situation/system" and to "learn procedures," these were just two of a complex of "information questions" on which the agency practitioners put high emphasis without being particularly discrepant from citizen emphasis. The agency practitioners were discrepant, however, in their high emphasis on information about options for decision making. (Attributes #73, 75, 76, 79, 81)

- One additional attribute in this high emphasis-relatively, low discrepancy cluster was "fill a resource/service request." This is not an unexpected finding for information practitioners working for social service agencies. Their product would be seen in traditional approaches as both information and resources/services. What, perhaps, is more interesting is that the agency practitioners did not emphasize resource/service delivery more than the library practitioners. Further, the agency practitioners, like the library practitioners, were negatively discrepant in their relative emphasis on "listen to a complaint." Thus, both sub-samples gave high emphasis to filling information requests, somewhat less to resource/service requests, and even less to clients with a need for someone to listen to complaints. In both sub-samples, information was overemphasized, in contrast to citizen emphasis, while complaints were markedly underemphasized. (Attributes #24, 26)

- Also like the library sub-sample, the agency practitioners had a group of information-related attributes which were moderately emphasized, i.e. emphasized about as much as the average attribute, and moderately to highly discrepant. Thus, the agency practitioners were positively discrepant from citizens despite only moderate emphasis on the client whose situation is not resolved because he lacks information and needs a lot of impossible to find information from one or more institutional sources for a situation that is hard to get at the heart of and for which his articulation is "not stable at all." What emerges from this complex of attributes is a picture of the agency practitioners placing far more emphasis on the difficult and challenging situation than did citizens. In this respect, the agency practitioners presented a picture very similar to that of the library practitioners but more extreme. (Attributes #30, 44, 70, 72, 84, 102, 108)

* In this same cluster of moderate emphasis-high discrepancy attributes were three that did not display the restricted focus on information that is represented by almost all of the above findings. Thus, the results showed that the agency practitioners moderately emphasized as "training strengths" their abilities to deal with clients who want to take a "both stand back/get up close" perspective for situations which require a focus on "internal self" and for which information has not been helpful in gaining social support. More important than these individual findings, however, is the fact that these three -- all dealing with the client's perspective, preferred focus, and evaluations of information -- were highly discrepant. (Attributes #47, 48, 93)

* The finding above is additionally reinforced by the cluster of two attributes from the "situation-facing tactics" section which were not highly discrepant but which were emphasized less than the average attribute. These two tactics, "by continuing/agreeing/giving in" and "by repeating," involve behaviors which would traditionally be seen as occurring outside of the client-practitioner interaction. (Attributes #56, 57)

* All other findings in the agency graph were merely mirror images of the findings above. For example, while the agency practitioners were discrepant in their moderate emphasis on the use of "one or more institutional sources," they were also discrepant in their moderate de-emphasis on the use of "no institutional sources." There was a cluster of eight of these mirror-image attributes, all of which were emphasized slightly less than average and were, to a moderate or high degree, negatively discrepant. (Attributes #32, 39, 43, 46, 69, 71, 82, 99)

* The overall portrait of the agency sub-sample, then, is not unlike that of the library sub-sample. Both gave high emphasis to information. Both rarely gave high emphasis to those aspects of client-in-situation which focus on the client's goals, movement states, and perceptions. In fact, both sub-samples tended to de-emphasize these attributes. Both put more emphasis on the more objective and rational approaches to situation-facing, emphasizing objective or procedural information and de-emphasizing subjective or internal information. Both put more emphasis than citizens did on challenging and difficult situations while putting less emphasis on the uniqueness of the client's situation. Both put high emphasis on various means of categorizing information and the topic of the client's situation.

* While the overall portrait of the two sub-samples showed a lot of agreement, the differences between the sub-samples

were indicative of the differences that are traditionally ascribed to these two types of information practitioners. The library respondents emphasized information almost to the exclusion of all other possible foci. In addition, they put their main emphasis on the search for objective information. In contrast, the agency practitioners emphasized a variety of different information types and questions and focused on the use of information in decision making. They also placed greater emphasis on helping clients find "impossible to find" information, and the library respondents focused only on "hard to find" information. The picture that emerged, then, is one which showed the library respondents emphasizing their abilities to deal with objective information seeking. In contrast, the agency practitioners seemed to be emphasizing their abilities to help clients apply information in decision-making processes. In addition, the agency practitioners seemed to be portraying themselves as necessary intermediaries for access to information that would not otherwise be available to clients.

Table 8-12. This table lists the number of attributes named in common by practitioners in both the "system design" presentations and the "training strengths" evaluations. The question of concern is whether the practitioners designed their ideal systems to fit their current training strengths.

- The average number of attributes named in common for the total practitioner sample was 4.6. Since there were an average of 10.2 attributes named in the "training strengths" evaluations and an average of 13.0 in the "system design" presentations for each practitioner, there was a 33% to 50% overlap between the two.

- Of the respondents, 51.7% named four or more attributes in common, and 26.5% named at least seven in common. Thus, a large proportion of the practitioners felt that their particular "training strengths" were in areas that should be included in the "ideal" system. Conversely, the practitioners seemed to be saying that their ideal systems should largely reflect their current systems.

- This pattern of responses was somewhat stronger for the agency practitioners than for the library practitioners. Thus, while the agency sub-sample had a mean in common of 4.9, the library sub-sample mean was 4.2. Most of this difference between sub-samples was a result of fewer agency practitioners having no attributes in common (10.7% versus 15.8% for library) and more agency practitioners having seven or more attributes in common (29.8% versus 22.1% for library).

Summary and conclusions

The central purpose of this chapter is to determine in which aspects of the client-in-situation approach the practitioners saw themselves as having sufficient experience and ability that they could train others. The intent is to combine the results of this chapter with those from the other analytic chapters to form a portrait of how well information practitioners cope with the client-in-situation approach.

To accomplish these purposes, this chapter utilized data generated from the "training strengths" section of the project questionnaire. (See Appendix A.) In that section, respondents were asked to indicate on which of a series of 115 attributes of client-in-situation they had "training strengths." The set of attributes was the same set with which the practitioners described their "collective clients" and from which they designed their "ideal systems." (See Chapters VI and VII.)

In order to present the "training strengths" results, four different kinds of analyses were performed. These included:

> The number of attributes named analysis
> In this brief analysis, focus was placed on what percentage of the 115 client-in-situation attributes were named as "training strengths."
>
> The citizen discrepancy analysis
> In this analysis, the focus was on the degree to which practitioner emphasis on "training strengths" within attribute sections was discrepant from the relative emphasis with which the attributes were ascribed to citizens in the Phase I study.
>
> The citizen discrepancy x attribute emphasis analysis
> In this analysis, the focus was placed on the degree to which practitioners emphasized particular attributes more or less than the average attribute. The purpose was to contrast, for example, an attribute that was highly discrepant and highly emphasized with one that was highly discrepant and not emphasized.
>
> The "system design" and "training strengths" overlap analysis
> In this brief analysis, focus was placed on the degree to which practitioners named the same attributes as aspects to be covered in their "ideal systems" that they named as "training strengths."

Readers should refer to Chapter V for more details on the use of the various special scores, i.e. citizen discrepancy and attribute emphasis, developed for these analyses.

In the body of the chapter, results were presented as derived in each of the separate analyses. This summary and conclusion will focus instead on broad themes that emerged across analyses.

* The practitioners felt strongest in their capacity as information providers. The practitioners generally described themselves as best able to deal with clients who are active information seekers, seeking a lot of difficult to find information from institutional sources in order to get informed. In presenting this portrait of their "training strengths," both sub-samples showed much higher emphasis on these informational aspects of client-in-situation than citizens did. This emphasis was strong in both sub-samples but even more so for the library practitioners who emphasized information almost to the exclusion of all other client-in-situation attributes.

* The practitioners were generally strongest in dealing with those aspects of client-in-situation which enter their time frame and weakest in those that fall outside their time frame. Thus, not only did both sub-samples overemphasize information in contrast to citizen emphasis, they specifically underemphasized attributes which traditionally are seen as outside their realm. A good example is the finding that showed the practitioners were much more likely to say they had "training strengths" in dealing with clients who saw information as helpful and much less likely to say they were strong in dealing with clients who saw information as not helpful. Another example is the practitioner emphasis on various means of categorizing information and on situation approaches that involve practitioner contact. These attributes were cited frequently by both sub-samples of respondents. In contrast, various situation descriptors, as seen through the client's eyes, were cited far less frequently.

* The practitioners placed heavy emphasis on their own "training strengths" concerning objective, rational approaches to situation-facing. Both sub-samples emphasized "training strengths" related to objective or procedural information. Both also emphasized strengths associated with the more cognitive situation-facing approaches and de-emphasized, comparatively, the more emotional approaches. Thus, the library practitioners gave much less emphasis than citizens did to situation approaches that focused on worries or on learning to live with a problematic situation. Agency practitioners gave much more emphasis than citizens did to strengths in decisioning strategies. And, both sub-samples gave much less emphasis than citizens did to emotional and interpersonal strategies for situation-facing.

* The practitioners seemed to exclude information from non-rational approaches in evaluating their own "training strengths." This finding is covered briefly above; however,

it deserves special mention. The pattern of findings was so consistent that it suggests that these practitioners explicitly excluded the possibility, for example, of seeking information in order to cope with a worry or of getting informed with an emotional situation-facing strategy. Objective information-related attributes were consistently clustered with the rational and the cognitive, consistently received more emphasis, and were usually more discrepant from citizen emphasis. In contrast, the attributes representing "training strengths" on the more emotional and less cognitive approaches were never clustered with objective-information related attributes and were consistently de-emphasized and negatively discrepant from citizen portraits.

* The practitioners emphasized "training strengths" in dealing with the typical, normative situation and de-emphasized the unique client situation. The juxtaposition of findings supports this conlcusion. On the one hand, the practitioners emphasized information-related "training strengths" and means of categorizing information. They also emphasized the challenging case -- the situation that is hard to get at the heart of and for which information is hard or impossible to find. On the other hand, they infrequently cited attributes which focused on how clients look at their situations, what they choose to look at, and what approaches they use. When they did cite these unique situation descriptors as "training strengths," they did so with emphases that were often markedly discrepant from citizen emphasis. Thus, for example, they saw client situations as having less diversity than citizens did and tended to underestimate the social embeddedness of situations. The summary picture, then, is one which suggests that the practitioners saw themselves as experts in dealing with a set of typical cases and, within this context, welcomed the challenging case. On the other hand, they paid little attention to descriptors of unique clients-in-situations.

* The practitioners did not indicate "training strengths" in helping clients make personal sense. Both sub-samples over-emphasized, in contrast to citizens, objective and procedural information. While both emphasized their ability to help citizens get informed, they de-emphasized, in contrast to citizens, their ability to deal with clients who want practitioners to listen to complaints and who want to get internal or subjective information. Both placed most "training strength" emphasis on those kinds of information that focus on assessing systems or describing procedures. The agency sub-sample also emphasized "training strengths" concerning information on options for decision-making. Both emphasized the more cognitive approaches and de-emphasized emotional and interpersonal approaches. The general pattern, then, is one that suggests that these practitioners did not

see themselves as strong in dealing with personal sense-making. The pattern of findings is also generally one that was discrepant from how citizens described themselves in their own situations where they, for example, placed more emphasis on acquiring subjective information.

- * The practitioners indicated they were experts at molding the unique client's request to fit the system's requirements. This finding emerged in several ways. First, there was a consistently high "training strength" emphasis on various means of categorizing information and situations. Secondly, there was a moderate to high emphasis in both sub-samples on client articulations that are not stable at all, in the agency sub-sample, or not explicit at all, in the library sub-sample. In both cases, the practitioners overemphasized, in contrast to citizens, these less definite articulations. The pattern of findings suggests that the practitioners saw themselves as expert at translating sometimes incoherent and inarticulate client needs into system categories.

- * The practitioners described as "training strengths" those areas which are consistent with their own traditional perspectives. On the whole, the findings across the two sub-samples were remarkably similar. The differences that did emerge in the "training strengths" portraits between the two sub-samples were ones that are traditionally seen as almost the stereotyped differences between the two sets of practitioners. On the one hand, the library practitioners were most discrepant from citizens when they described themselves as best able to deal with purely objective but hard to find information for partially resolved situations. On the other hand, agency practitioners were discrepant from citizens when they described themselves as best able to deal with clients who are seeking primarily objective and procedural information that is sometimes impossible to find for use in decision-making in partially resolved or unresolved situations. The library practitioners, therefore, described themselves as having "training strengths" in a narrow but highly centered range of activity. The agency practitioners, had a broader perspective, one that appeared more involved with client movement spaces, but in its own way was almost as discrepant from citizen emphasis as the library practitioner portrait.

- * The practitioners indicated a high degree of overlap between their designations of "training strengths" and their ideal "system designs." Out of 115 attributes, the average practitioner named 10 to 11 as "training strengths" and also named 1/3 to 1/2 of these aspects to be emphasized in his ideal "system design" developed to help people where they most need help. Generally, then, the practitioners indicated that they saw many of their own "training strengths" as the basis for system design. (For an explicit review of the differences between these two analyses, see Chapter XI.)

Table 8-1

Number of attributes named by practitioner respondents in the "training strengths" analyses across the practitioner samples.

NUMBER OF ATTRIBUTES NAMED	Per cent of practitioners[a]		
	LIBRARY	AGENCY	TOTAL
None	1.7	0.0	0.8
1 - 5	25.0	21.4	23.1
6 - 10	44.0	34.3	38.8
11 - 15	18.9	23.5	21.6
16 - 20	1.8	13.6	8.3
21 or more	8.7	7.0	7.9
TOTAL[b]	100.0	100.0	100.0
MEAN # OF ATTRIBUTES NAMED[c]	9.4	10.9	10.2
N (# of respondents)[a]	116	140	256

[a] There were a total of 267 practitioners, 126 library and 141 agency. Differences between these ns and those in the table above are due to missing data.

[b] The table reads vertically, summing to roughly 100%. Percentages may not sum to exactly 100.0 because of rounding error.

[c] This figure indicates the average number of attributes named by respondents in the "training strengths" evaluations.

Table 8-3

Citizen discrepancy scores[a] for "training strengths" on all "checklist" attributes across the practitioner samples.

ATTRIBUTES	Per cent of situations		Citizen discrepancy scores across the practitioner[c] samples		
	CITIZEN[b]		LIBRARY[e]	AGENCY[e]	TOTAL[e]
	Raw[d] %	Standard[e] %			
TOPIC FOCUS (Topic focus of situations)					
1) Neighborhood	23.6	6.0	- 4.1	+ 0.5	- 3.7
2) Consumer	36.0	9.2	+ 1.7	- 2.4	- 0.9
3) Housing	17.2	4.4	- 1.2	+ 4.2	+ 0.7
4) Employment	42.3	10.8	- 6.0	- 4.0	- 4.0
5) Education & schooling	33.3	8.5	- 1.2	+ 0.4	- 1.6
6) Health	38.2	9.7	- 5.2	- 8.4	+ 2.9
7) Housekeeping & household maintenance	24.3	6.2	+ 1.5	- 3.1	- 2.1
8) Transportation	16.5	4.2	- 2.0	0.0	- 1.5
9) Recreation & culture	10.5	2.7	+ 7.2	+ 1.2	+ 4.0
10) Financial matters & assistance	34.1	8.7	- 4.9	+ 1.2	- 4.9
11) Public assistance & social security	7.9	2.0	+ 0.9	+ 4.0	+ 4.6
12) Discrimination & race relations	7.1	1.8	+ 1.7	+ 7.6	+ 3.0
13) Child care, family & personal	50.9	13.0	- 5.3	- 6.0	- 4.5
14) Legal	7.1	1.8	+ 1.7	+ 2.4	+ 3.6
15) Family planning & birth control	0.4	0.1	+ 3.1	+ 2.5	+ 3.6
16) Crime & safety	29.2	7.4	- 4.5	- 5.1	- 4.7
17) Immigration, migration & mobility	1.1	0.3	+ 3.9	+ 1.8	+ 2.8
18) Veterans & military	0.7	0.2	+ 1.7	+ 4.8	+ 1.8
19) Public affairs	11.6	3.0	+ 5.9	- 1.4	+ 3.7
20) Other[g]	----	----	----	----	----
MEAN ABSOLUTE DISCREPANCY[f]	----	----	3.4	3.2	3.1

(continued)

Table 8-3 (continued)

ATTRIBUTES	Per cent of situations		Citizen discrepancy scores across the practitioner[c] samples		
	CITIZEN[b]		LIBRARY[e]	AGENCY[e]	TOTAL[e]
	Raw[d] %	Standard[e] %			
RESOLUTION STATE (Resolution state of situations)					
21) Unresolved	59.0	59.0	-23.5	+13.1	0.0
22) Partially resolved	20.3	20.3	+36.7	+ 3.7	+15.6
23) Completely resolved	20.7	20.7	-20.6	-16.8	-15.5
MEAN ABSOLUTE DISCREPANCY[f]	----	----	26.9	11.2	10.4
NATURE OF CLIENT REQUEST (What are clients asking you to do)					
24) Listen to a complaint	91.0	49.4	-26.9	-20.2	-23.7
25) Fill an information request	21.0	11.4	+39.8	+23.6	+32.0
26) Fill a resource/service request	72.3	39.2	-12.9	- 3.4	- 8.3
MEAN ABSOLUTE DISCREPANCY[f]	----	----	26.5	15.7	21.3
EXPLICITNESS OF REQUEST (How explicit are client requests)					
27) Not explicit at all	39.2	39.2	+ 7.8	+ 9.7	+ 8.6
28) Somewhat explicit	45.8	45.8	- 3.4	- 6.9	- 4.9
29) Explicit	15.0	5.0	- 4.4	- 2.7	- 3.7
MEAN ABSOLUTE DISCREPANCY[f]	----	----	5.2	6.4	5.7

(continued)

Table 8-3 (continued)

ATTRIBUTES	Per cent of situations		Citizen discrepancy scores across the practitioner[c] samples		
	CITIZEN[b]		LIBRARY[e]	AGENCY[e]	TOTAL[e]
	Raw[d] %	Standard[e] %			
STABILITY OF REQUEST (How stable are client requests)					
30) Not stable at all	37.7	37.7	+21.5	+39.5	+27.3
31) Somewhat stable	25.4	25.4	+ 4.2	-10.2	- 0.6
32) Stable	36.9	36.9	-25.7	-29.3	-26.7
MEAN ABSOLUTE DISCREPANCY[f]	----	----	17.1	26.3	18.2
CLIENT MOVEMENT STATE (What are clients trying to do in their situations)					
33) Make a decision	57.0	14.3	+ 2.1	+16.0	+11.5
34) Get around an obstacle	64.9	16.3	- 4.4	+ 1.4	- 0.5
35) Cope with a worry	59.6	15.0	- 9.1	+ 0.4	- 2.5
36) Live with a problematic situation	56.6	14.2	-12.6	- 7.2	- 8.9
37) Get informed	59.2	14.9	+49.3	+14.7	+25.7
MEAN ABSOLUTE DISCREPANCY[f]	----	----	15.5	7.9	9.8
SOCIAL EMBEDDEDNESS (How many others are involved in client situations)					
38) No others	21.0	21.0	+64.2	+15.7	+33.9
39) One or two others	57.5	57.6	-42.8	-20.9	-29.4
40) Three or more others	21.4	21.4	-21.4	+ 5.2	- 4.5
MEAN ABSOLUTE DISCREPANCY[f]	----	----	42.8	13.9	22.6

(continued)

Table 8-3 (continued)

ATTRIBUTES	Per cent of situations		Citizen discrepancy scores across the practitioner[c] samples		
	CITIZEN[b]		LIBRARY[e]	AGENCY[e]	TOTAL[e]
	Raw[d] %	Standard[e] %			
SITUATION EMBEDDEDNESS (How independent are client situations from other situations)					
41) Independent	44.9	44.9	+ 5.1	- 7.2	- 5.2
42) Tied in with other situations	55.1	55.1	- 5.1	+ 7.2	+ 5.2
MEAN ABSOLUTE DISCREPANCY[f]	----	----	5.1	7.2	5.2
PERCEPTUAL EMBEDDEDNESS (Do clients find it easy or hard to get at the heart of their situations)					
43) Easy to get at the heart of	39.0	39.0	-18.1	-25.9	-23.6
44) Hard to get at the heart of	61.0	61.0	+18.1	+25.9	+23.6
MEAN ABSOLUTE DISCREPANCY[f]	----	----	18.1	25.9	23.6
PREPERRED PERSPECTIVE (What perspective do clients prefer for their situations					
45) Stand back	22.6	23.7	-23.7	- 5.3	- 9.2
46) Get up close	33.1	34.7	-13.8	-28.6	-25.1
47) Both stand back/get up close	39.8	46.8	+32.3	+28.6	+29.1
MEAN ABSOLUTE DISCREPANCY[f]	----	----	23.3	20.8	21.1

(continued)

Table 8-3 (continued)

ATTRIBUTES	Per cent of situations		Citizen discrepancy scores across the practitioner[c] samples		
	CITIZEN[b]		LIBRARY[e]	AGENCY[e]	TOTAL[e]
	Raw[d] %	Standard[e] %			
ORIENTATIONAL STATE (What do clients pay attention to in their situations)					
48) Internal self	44.9	17.1	+ 3.4	+28.0	+26.3
49) External self	89.0	33.9	-33.9	- 2.0	- 1.2
50) Internal other	13.9	5.3	+15.2	+ 4.2	+ 4.9
51) External other	64.1	24.4	+14.2	-16.7	-14.2
52) Non-human objects or conditions	50.6	19.3	+ 1.2	-17.5	-15.8
MEAN ABSOLUTE DISCREPANCY[f]	----	----	13.5	13.7	10.4
SITUATION-FACING TACTICS (How do clients respond in situations)					
53) By directing or pointing	66.8	21.8	-11.0	+ 4.5	- 0.6
54) By connecting to others	40.9	13.3	+15.3	+ 6.5	+ 9.0
55) By stopping	41.3	13.5	- 9.8	- 8.7	- 8.9
56) By continuing/agreeing/ giving in	20.6	6.7	- 6.7	- 6.7	- 6.7
57) By repeating	3.6	1.2	- 1.2	+ 2.0	+ 1.1
58) By being directed or pointed	40.1	13.1	+29.6	+ 3.3	+11.5
59) By being connected by others	17.8	5.8	+ 8.3	+10.6	+20.0
60) By being stopped	62.8	20.5	-20.5	-12.2	-14.8
61) By being agreed with	3.6	1.2	- 1.2	+ 2.0	+ 1.1
62) By being made to repeat	9.3	3.0	- 3.0	- 1.4	- 1.9
MEAN ABSOLUTE DISCREPANCY[f]	----	----	10.7	5.8	6.6

(continued)

Table 8-3 (continued)

ATTRIBUTES	Per cent of situations		Citizen discrepancy scores across the practitioner[c] samples		
	CITIZEN[b]		LIBRARY[e]	AGENCY[e]	TOTAL[e]
	Raw[d] %	Standard[e] %			
SITUATION-FACING STRATEGIES (What strategies do clients use for situation-facing)					
63) Interpersonal strategy	75.3	29.4	- 7.5	-10.8	- 8.5
64) Decisioning strategy	32.2	12.6	- 1.7	+23.5	+13.5
65) Cognitive strategy	42.3	16.5	+ 8.5	- 1.1	+ 2.7
66) Getting-someone-to-help strategy	45.7	17.9	+14.9	- 1.4	+ 5.2
67) Emotional strategy	60.3	23.6	-14.2	-10.2	-11.8
MEAN ABSOLUTE DISCREPANCY[f]	----	----	9.4	9.4	8.5
AMOUNT OF INFORMATION SEEKING (How much information do clients seek in their situations)					
68) None	27.3	27.3	-22.3	-17.5	-19.9
69) 1-2 information things	50.5	50.6	- 3.1	-20.5	-11.5
70) 3 or more information things	22.1	22.1	+25.4	+38.0	+31.3
MEAN ABSOLUTE DISCREPANCY[f]	----	----	16.9	25.3	20.9
USE OF INSTITUTIONAL SOURCES (Do clients use institutional sources to get information)					
71) No institutional sources	62.5	62.5	-12.5	-32.4	-24.9
72) One or more institutional sources	37.5	37.5	+12.5	+32.4	+24.9
MEAN ABSOLUTE DISCREPANCY[f]	---	----	12.5	32.4	24.9

(continued)

Table 8-3 (continued)

ATTRIBUTES	Per cent of situations		Citizen discrepancy scores across the practitioner[c] samples		
	CITIZEN[b]		LIBRARY[e]	AGENCY[e]	TOTAL[e]
	Raw[d] %	Standard[e] %			
INFORMATION TYPES (What type of information do clients seek in their situations)					
73) INFORMATION$_1$	40.4	40.6	+15.2	+ 5.5	+10.7
74) INFORMATION$_2$	30.0	30.1	-15.7	-13.3	-14.6
75) INFORMATION$_3$	29.2	29.3	+ 0.5	+ 7.8	+ 3.9
MEAN ABSOLUTE DISCREPANCY[f]	----	----	10.5	8.9	9.7
INFORMATION QUESTIONS (What do clients want to learn in their situations)					
76) To assess the situation/ system	30.7	27.2	+ 1.8	+ 1.9	+ 2.0
77) To learn options, alternatives	12.7	11.2	+ 6.1	+12.0	+10.3
78) To locate in time and space	12.0	10.6	- 6.2	- 8.2	- 7.7
79) To learn reasons and causes	22.8	20.2	-13.0	- 3.0	- 5.8
80) To learn ideas of others	12.0	10.6	+ 2.5	- 3.4	- 2.0
81) To learn procedures	22.7	20.1	+ 8.9	+ 0.7	+ 3.1
MEAN ABSOLUTE DISCREPANCY[f]	----	----	6.4	4.9	5.2

(continued)

Table 8-3 (continued)

ATTRIBUTES	Per cent of situations		Citizen discrepancy scores across the practitioner samples[c]		
	CITIZEN[b]		LIBRARY[e]	AGENCY[e]	TOTAL[e]
	Raw[d] %	Standard[e] %			
EASE OF INFORMATION FINDING (Do clients see information as easy or hard to find)					
82) Easy to find information	53.4	53.3	-30.0	-37.0	-32.9
83) Hard to find information	33.7	33.7	+43.0	+16.3	+31.8
84) Impossible to find information	13.0	13.0	-13.0	+20.7	+ 1.2
MEAN ABSOLUTE DISCREPANCY[f]	----	----	28.7	24.7	22.0
HELPING INFORMATION UTILITIES (When information is seen as helpful, how do clients see it as helping)					
85) Helps client make progress	51.0	33.6	+ 0.9	-10.1	- 6.4
86) Helps client plan	30.6	20.1	- 2.9	- 1.2	- 1.8
87) Helps client get clarification	42.8	28.1	+ 8.2	- 5.5	- 0.9
88) Helps client get social support	10.2	6.7	- 3.3	+14.0	+ 8.1
89) Helps client get self-control	17.3	11.4	- 2.8	+ 3.0	+ 1.0
MEAN ABSOLUTE DISCREPANCY[f]	----	----	3.6	6.8	3.6

(continued)

Table 8-3 (continued)

ATTRIBUTES	Per cent of situations		Citizen discrepancy scores across the practitioner[c] samples		
	CITIZEN[b]		LIBRARY[e]	AGENCY[e]	TOTAL[e]
	Raw[d] %	Standard[e] %			
NON-HELPING INFORMATION UTILITIES (When information is seen as not helpful, why do clients say it doesn't help)					
90) Doesn't help client make progress	71.4	54.1	-54.1	- 4.1	-34.1
91) Doesn't help client plan	17.8	13.5	+51.9	-13.5	+26.5
92) Doesn't help client get clarification	21.4	16.2	+18.4	-16.2	+ 3.8
93) Doesn't help client get social support	10.7	8.1	- 8.1	+41.9	+11.9
94) Doesn't help client get self-control	10.7	8.1	- 8.1	- 8.1	- 8.1
MEAN ABSOLUTE DISCREPANCY[f]	----	----	28.1	16.7	16.9
EXPERT QUESTIONS (What do clients want practitioners to know about them and their situations)					
95) The nature of situation	24.6	25.1	+ 0.8	+ 1.1	+ 1.1
96) The characteristics of client	36.7	37.4	-18.9	- 6.9	-13.3
97) The restraints on client	16.4	16.7	+ 1.8	- 8.2	- 2.9
98) The client's efforts so far	20.3	20.7	+16.4	+14.1	+15.2
MEAN ABSOLUTE DISCREPANCY[f]	----	----	9.5	7.6	8.1
LIBRARY INFORMATION EXPECTATION (Do clients expect libraries to have information that will help)					
99) Not likely at all	49.6	49.6	-28.1	-21.6	-25.2
100) Somewhat unlikely	12.7	12.7	+30.3	+13.0	+20.2
101) Somewhat likely	18.9	18.9	+ 2.6	-18.9	- 4.3
102) Very likely	18.9	18.9	- 4.9	+39.1	+ 9.2
MEAN ABSOLUTE DISCREPANCY[f]	----	----	16.5	20.2	14.7

(continued)

Table 8-3 (continued)

ATTRIBUTES	Per cent of situations		Citizen discrepancy scores across the practitioner[c] samples		
	CITIZEN[b]		LIBRARY[e]	AGENCY[e]	TOTAL[e]
	Raw[d] %	Standard[e] %			
BARRIERS TO RESOLUTION (What barriers do clients see to resolution)					
103) The situation is not resolvable	4.7	4.1	- 4.1	+ 2.4	+ 0.6
104) The situation is not in the client's control	5.7	5.0	- 0.8	+ 3.1	+ 1.7
105) The client lacks resources	17.5	15.3	- 0.5	- 2.4	- 1.5
106) The client's emotions or inactivity	13.7	11.9	-11.9	- 8.7	- 9.6
107) The client doesn't understnad others	2.4	2.1	+ 5.8	+ 2.6	+ 3.8
108) The client lacks information	10.0	8.7	+51.3	+23.6	+31.5
109) An institution (formal group) stands in way	15.2	13.3	- 5.4	- 3.6	- 4.2
110) An individual or peer/kin group stands in way	10.4	9.1	- 9.1	- 5.9	- 6.8
111) The situation is too complex	0.0	0.0	+ 4.2	+ 9.7	+ 7.9
112) The situation is recurring	10.4	9.1	- 9.1	- 9.1	- 9.1
113) The situation is a societal issue	7.1	6.2	- 6.2	+ 0.3	- 1.5
114) The client lacks time	2.4	2.1	- 2.1	- 2.1	- 2.1
115) The resolution is delayed	15.2	13.3	-13.3	-10.1	-11.6
MEAN ABSOLUTE DISCREPANCY[f]	----	----	9.5	6.4	7.0
OVERALL MEAN ABSOLUTE DISCREPANCY[f]	----	----	13.8	11.6	11.5
N (# of respondents)[bc]	300	300	116	140	156

(continued)

Table 8-3 (continued)

---

[a] This table focuses on the degree of discrepancy between the per cent of practitioners emphasizing particular attributes as training strengths and the per cent of general population citizen respondents who described their situations in terms of those same attributes. The citizen discrepancy scores measure the degree of discrepancy between practitioner strengths and citizen descriptions. The higher the absolute value of the score, the greater the discrepancy.

[b] See footnote b in Table 8-2 for an explanation of the ns behind citizen data.

[c] See footnote c in Table 8-2 for an explanation of the ns behind practitioner data.

[d] The raw per cents listed here are taken directly from Table 8-2. They indicate the per cent of eligible general population citizen respondents who described themselves or were described by content analysis with each attribute.

[e] See Chapter V for an explanation of how these scores are calculated.

[f] The mean absolute discrepancy is simply the sum of the discrepancies for individual attributes, ignoring sign, divided by the number of attributes summed. It is a measure of the degree to which the practitioners were discrepant in an attribute section regardless of the direction of the discrepancy.

[g] Citizen data on topic focus came from the application of a coding scheme to citizen articulation of situations. In the scheme used, there was no direct equivalent of "other", so a comparison cannot be made. (See Content Analysis Scheme #3 in the Phase I Report.)

Table 8-4

The twenty attributes with the highest absolute citizen discrepancy scores[a] in the "training strengths" evaluations across all practitioners.

ATTRIBUTES	Citizen discrepancy scores with ranks for practitioner[b] respondent groups...					
	LIBRARY		AGENCY		TOTAL	
	Rank[c]	Score[d]	Rank[c]	Score[d]	Rank[c]	Score[d]
21) Unresolved	20.0	-23.5	36.0	+13.1	11.5	0.0
22) Partially resolved	9.0	+36.7	76.0	+ 3.7	25.0	+15.6
24) Listen to a complaint	16.0	-26.9	21.0	-20.2	17.0	-23.7
25) Fill an information request	8.0	+39.8	14.5	+23.6	4.0	+32.0
30) Not stable at all	22.0	+21.5	2.0	+39.5	10.0	+27.3
32) Stable	17.0	-25.7	8.0	-29.3	11.0	-26.7
37) Get informed	5.0	+49.3	31.0	+14.7	14.0	+25.7
38) No others	1.0	+64.2	30.0	+15.7	2.0	+33.9
39) One or more others	7.0	-42.8	18.0	-20.9	8.0	-29.4
43) Easy to get at heart of	28.5	-18.1	12.5	-25.9	20.5	-23.6
44) Hard to get at heart of	28.5	+18.1	12.5	+25.9	20.5	+23.6
45) Stand back	19.0	-23.7	65.0	- 5.3	43.5	- 9.2
46) Get up close	38.0	-13.8	9.5	-28.6	16.0	-25.1
47) Both stand back/ get up close	11.0	+32.3	9.5	+28.6	9.0	+29.1
48) Internal self	83.5	+ 3.4	11.0	+28.0	13.0	+26.3
49) External self	10.0	-33.9	88.0	- 2.0	101.5	- 1.2
58) By being directed or pointed	14.0	+29.6	78.0	+ 3.3	37.0	+11.5
64) Decisioning strategy	100.0	- 1.7	16.0	+23.5	31.0	+13.5
69) 1-2 information things	86.5	- 3.1	20.0	-20.5	37.0	-11.5
70) 3 or more information things	18.0	+25.4	4.0	+38.0	7.0	+31.3
71) No institutional sources	44.5	-12.5	6.5	-32.4	18.5	-24.9
72) One or more institutional sources	44.5	+12.5	6.5	+32.4	18.5	+24.9
82) Easy to find information	13.0	-30.0	5.0	-37.0	3.0	-32.9
83) Hard to find information	6.0	+43.0	27.0	+16.3	5.0	+31.8

(continued)

Table 8-4 (continued)

ATTRIBUTES	Citizen discrepancy scores with ranks for practitioner[b] respondent groups...					
	LIBRARY		AGENCY		TOTAL	
	Rank[c]	Score[d]	Rank[c]	Score[d]	Rank[c]	Score[d]
84) Impossible to find information	40.5	-13.0	19.0	+20.7	101.5	+ 1.2
90) Doesn't help client make progress	2.0	-54.1	72.0	- 4.1	1.0	-34.1
91) Doesn't help client plan	3.0	+51.9	34.0	-13.5	12.0	+26.5
93) Doesn't help client get social support	56.5	- 8.1	1.0	+41.9	33.0	+11.9
99) Not likely at all	15.0	-28.1	17.0	-21.6	15.0	-25.2
100) Somewhat unlikely	12.0	+30.3	100.0	+ 1.3	22.0	+20.2
102) Very likely	73.5	- 4.9	3.0	+39.1	43.5	+ 9.2
108) The client lacks information	4.0	+51.3	14.5	+23.6	6.0	+31.5
N (# of respondents)[b]	116	----	140	----	256	----

[a] This table is derived from Table 8-3. It lists the 20 attributes with the highest "training strengths" citizen discrepancy scores for either or both of the practitioner samples.

[b] See footnote c in Table 8-2 for an explanation of the ns behind the practitioner data.

[c] This column gives the ranks, with a rank of 1.0 indicating the attribute with the highest absolute citizen discrepancy score for that sample.

[d] This column gives the citizen discrepancy scores listed in Table 8-3. See Chapter V for an explanation of how these scores are calculated.

Table 8-5

Summary across attribute sections of the mean absolute discrepancy scores[a] for "training strengths" analyses across the practitioner samples.

ATTRIBUTE SECTIONS	Mean absolute citizen discrepancy scores across the practitioner[b] samples		
	LIBRARY	AGENCY	TOTAL
Topic focus	3.4	3.2	3.1
Resolution state	26.9	11.2	10.4
Nature of client request	26.5	15.7	21.3
Explicitness of request	5.2	6.4	5.7
Stability of request	17.1	26.3	18.2
Client movement state	15.5	7.9	9.8
Social embeddedness	42.8	13.9	22.6
Situation embeddedness	5.1	7.2	5.2
Perceptual embeddedness	18.1	25.9	23.6
Preferred perspective	23.3	20.8	21.1
Orientational state	13.5	13.7	10.4
Situation-facing tactics	10.7	5.8	6.6
Situation-facing strategies	9.4	9.4	8.5
Amount of information seeking	16.9	25.3	20.9
Use of institutional sources	12.5	32.4	24.9
Information types	10.5	8.9	9.7
Information questions	6.4	4.9	5.2
Ease of information finding	28.7	24.7	22.0
Helping information utilities	3.6	6.8	3.6
Non-helping information utilities	28.1	16.7	16.9
Expert questions	9.5	7.6	8.1
Library information expectation	16.5	20.2	14.7
Barriers to resolution	9.5	6.4	7.0
N (# of respondents)	116	140	256

[a] This table pulls out the mean absolute discrepancy figures from Table 8-3. For an explanation of mean absolute citizen discrepancy scores, see footnote f in Table 8-3. See Chapter V for an explanation of how citizen discrepancy scores are calculated.

[b] See footnote c in Table 8-2 for an explanation of the ns behind the practitioner data.

Table 8-9

Graphed comparison[a] of citizen discrepancy and attribute emphasis scores for
twenty highest absolute values on one or both scores in the "training streng
library sub-sample.

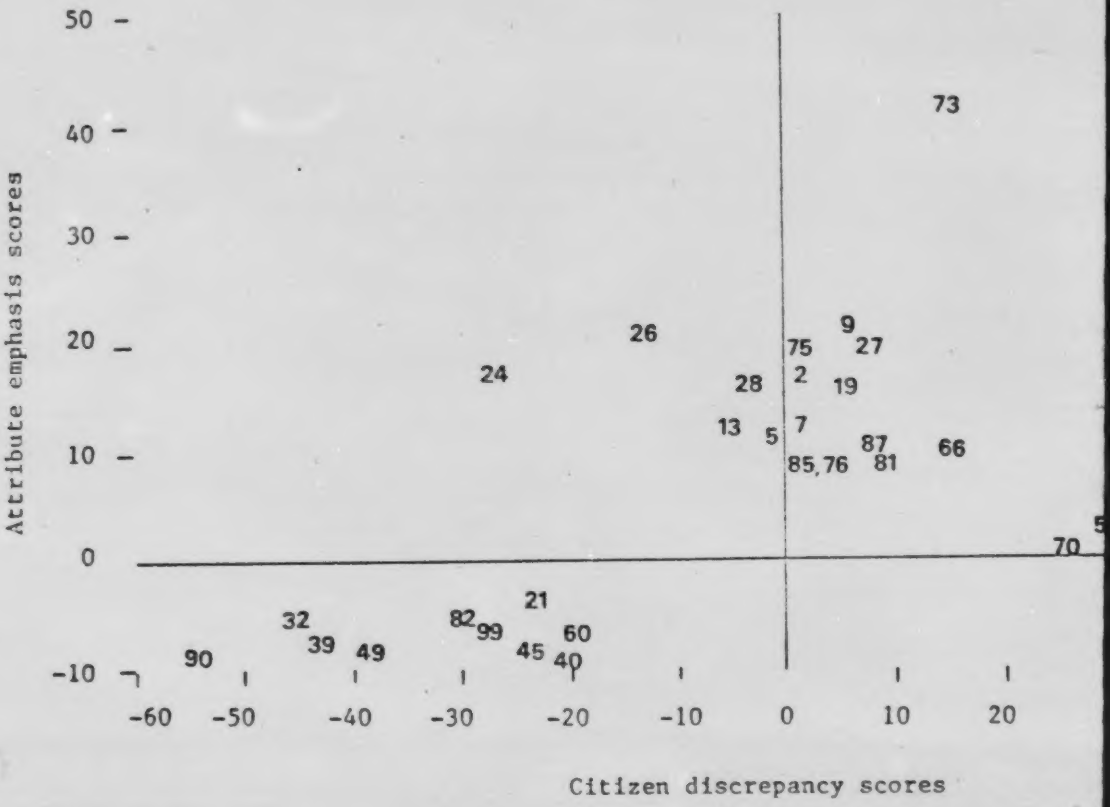
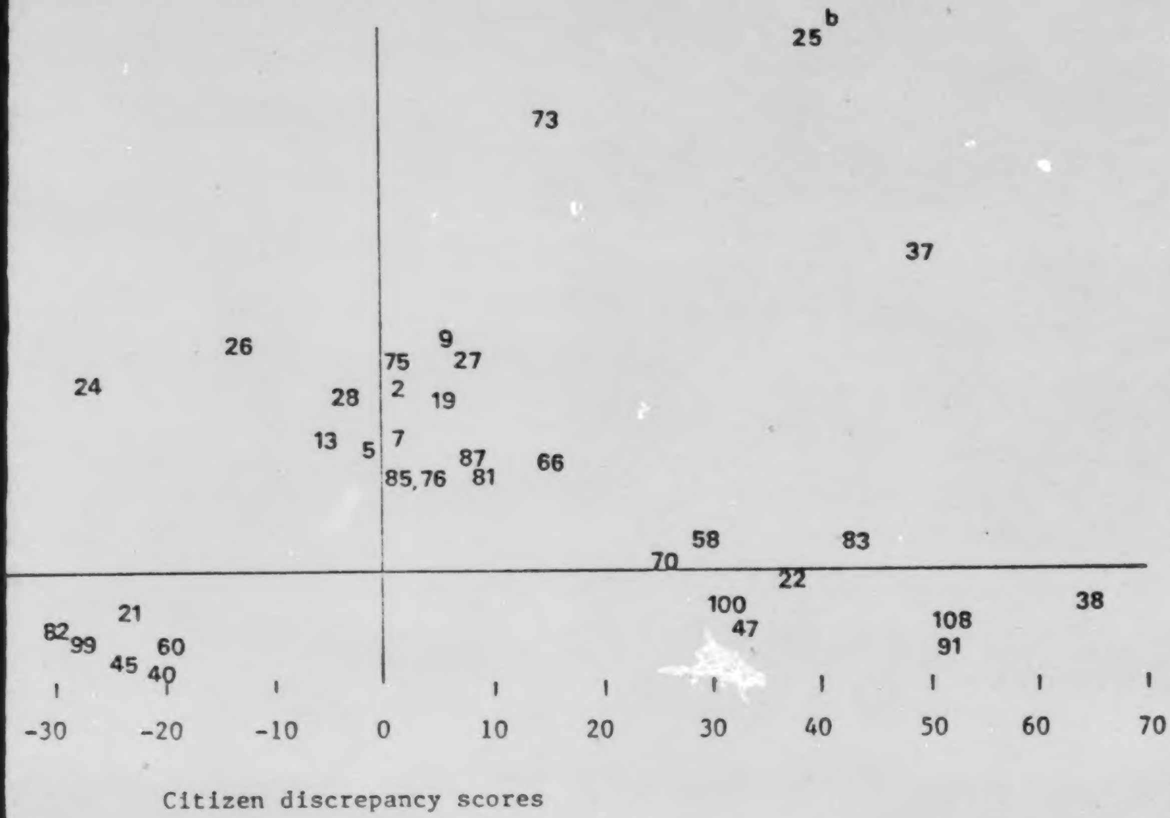


Table 8-9

n discrepancy and attribute emphasis scores for the attributes[b] with the
s on one or both scores in the "training strengths" analyses for the



(continued)

Table 8-9 (continued)

---

[a] This table is extrapolated from Tables 8-3, 8-4, 8-6, and 8-7. Any attr absolute citizen discrepancy scores and/or absolute attribute emphasis s is included in this table. See the preceding tables for an explanation scores are taken from Table 8-3. The attribute emphasis scores are take for explanations of how scores were calculated.

[b] The attributes are referred to by the standard attribute identification The attributes graphed above include:

TOPIC FOCUS
(Topic focus of situations)
2 = Consumer
5 = Education & schooling
7 = Housekeeping & household maintenance
9 = Recreation & culture
13 = Child care, family & personal
19 = Public affairs

RESOLUTION STATE
(Resolution state of situations)
21 = Unresolved
22 = Partially resolved

NATURE OF CLIENT REQUEST
(What are clients asking you to do)
24 = Listen to a complaint
25 = Fill an information request
26 = Fill a resource/service request

EXPLICITNESS OF REQUEST
(How explicit are client requests)
27 = Not explicit at all
28 = Somewhat explicit

STABILITY OF RE
(How stable are
32 = Stable

CLIENT MOVEMENT
(What are clien
situations)
37 = Get inform

SOCIAL EMBEDDED
(How many other
situations)
38 = No others
39 = One or two
40 = Three or m

PREFERRED PERSP
(What perspecti
their situation
45 = Stand back
47 = Both stand

ORIENTATIONAL S
(What do client
in their situat
49 = External s

Table 8-9 (continued)

---

rom Tables 8-3, 8-4, 8-6, and 8-7. Any attribute with one of the twenty highest
scores and/or absolute attribute emphasis scores in the "training strengths" analyse
ee the preceding tables for an explanation of ns. The citizen discrepancy
-3. The attribute emphasis scores are taken from Table 8-6. See Chapter V
s were calculated.

o by the standard attribute identification numbers used throughout this report.
include:

maintenance

sonal

ns)

o do)

st
equest

sts)

STABILITY OF REQUEST
(How stable are client requests)
32 = Stable

CLIENT MOVEMENT STATE
(What are clients trying to do in their situations)
37 = Get informed

SOCIAL EMBEDDEDNESS
(How many others are involved in client situations)
38 = No others
39 = One or two others
40 = Three or more others

PREFERRED PERSPECTIVE
(What perspective do clients prefer for their situations)
45 = Stand back
47 = Both stand back/get up close

ORIENTATIONAL STATE
(What do clients pay attention to in their situations)
49 = External self

(continued)

SITUATION-FACING TACTICS
(How do clients respond in situations)
58 = By being directed or pointed
60 = By being stopped

SITUATION-FACING STRATEGIES
(What strategies do clients use for situation-facing)
66 = Getting-someone-to-help strategy

AMOUNT OF INFORMATION SEEKING
(How much information do clients seek in their situations)
70 = 3 or more information things

INFORMATION TYPES
(What types of information do clients seek in their situations)
73 = INFORMATION$_1$
75 = INFORMATION$_3$

INFORMATION QUESTIONS
(What do clients want to learn in their situations)
76 = To assess the situation/system
81 = To learn procedures

EASE OF INFORMATION FINDING
(Do clients see information as easy or hard to find)
82 = Easy to find information
83 = Hard to find information

HELPING INFORMA
(When informati
how do clients
85 = Helps clie
87 = Helps clie

NON-HELPING INF
(When informati
why do clients
90 = Doesn't he
91 = Doesn't he

LIBRARY INFORMA
(Do clients exp
information tha
99 = Not likel
100 = Somewhat

BARRIERS TO RES
(What barriers
resolution)
108 = The clien

Table 8-9 (continued)

tuations)
nted

se for situation-

strategy

nts seek in their

ings

clients

n in

system

s

HELPING INFORMATION UTILITIES
(When information is seen as helpful, how do clients see it as helping)
85 = Helps client make progress
87 = Helps client get clarification

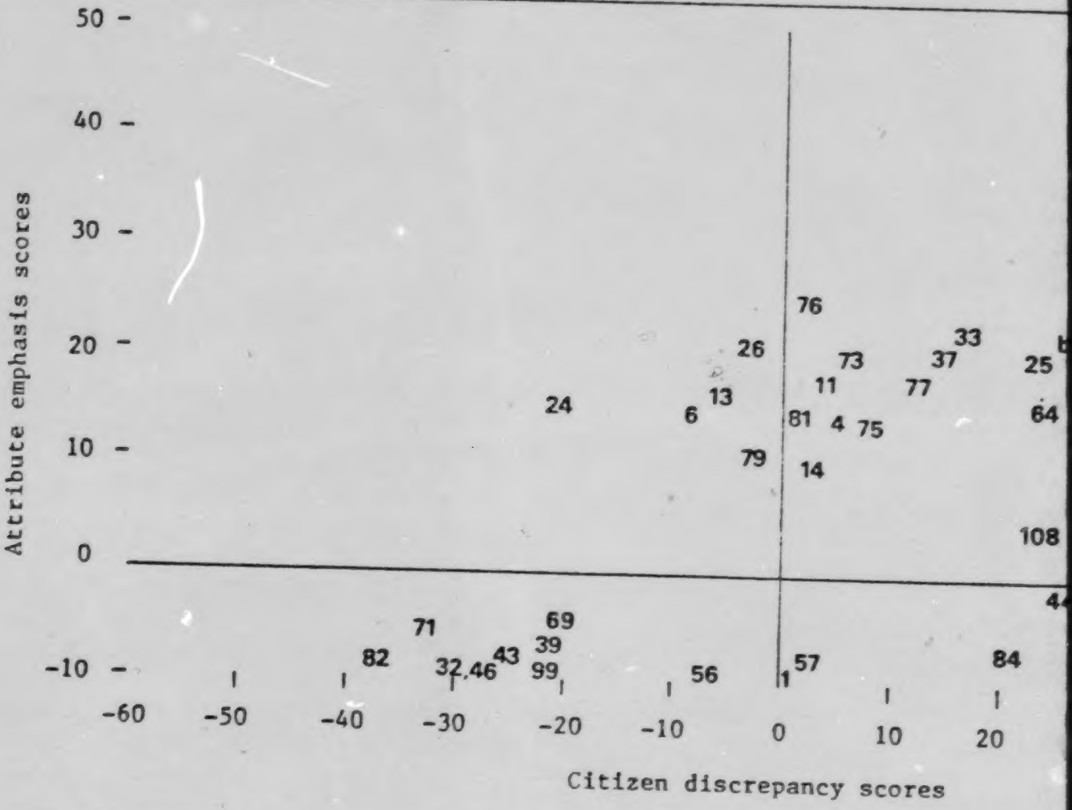
NON-HELPING INFORMATION UTILITIES
(When information is seen as not helpful, why do clients say it doesn't help)
90 = Doesn't help client make progress
91 = Doesn't help client plan

LIBRARY INFORMATION EXPECTATION
(Do clients expect libraries to have information that will help)
99 = Not likely at all
100 = Somewhat unlikely

BARRIERS TO RESOLUTION
(What barriers do clients see to resolution)
108 = The client lacks information

Table 8-10

Graphed comparison[a] of citizen discrepancy and attribute emphasis scores
highest absolute values on one or both scores in the "training strengths"

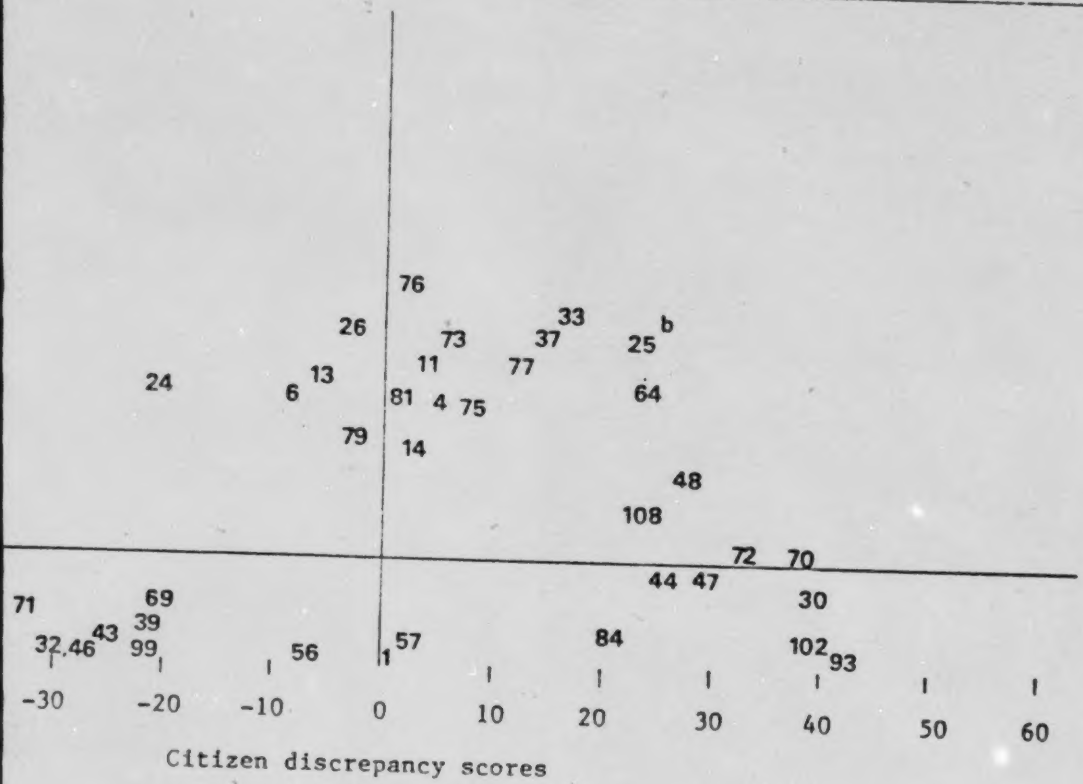


---

[a] This table is extrapolated from Tables 8-3, 8-4, 8-6, and 8-7. Any attri absolute citizen discrepancy scores and/or absolute attribute emphasis sc analyses is included in this table. See the preceding tables for an expl pancy scores are taken from Table 8-3. The attribute emphasis scores are Chapter V for explanations of how scores were calculated.

Table 8-10

zen discrepancy and attribute emphasis scores for the attributes[b] with the twenty
one or both scores in the "training strengths" analyses for the agency sub-sample.



rom Tables 8-3, 8-4, 8-6, and 8-7. Any attribute with one or the twenty highest
scores and/or absolute attribute emphasis scores in the "training strengths"
table. See the preceding tables for an explanation of ns. The citizen discre-
Table 8-3. The attribute emphasis scores are taken from Table 8-6. See
f how scores were calculated.

(continued)

---

[b] The attributes are referred to by the standard attribute identification
report. The attributes graphed are:

TOPIC FOCUS
(Topic focus of situations)
1 = Neighborhood
4 = Employment
6 = Health
11 = Public assistance & social security
13 = Child care, family & personal
14 = Legal

NATURE OF CLIENT REQUEST
(What are clients asking you to do)
24 = Listen to a complaint
25 = Fill an information request
26 = Fill a resource/service request

STABILITY OF REQUEST
(How stable are client requests)
30 = Not stable at all
32 = Stable

CLIENT MOVEMENT STATE
(What are clients trying to do in their situations)
33 = Make a decision
37 = Get informed

SOCIAL EMBEDDEDNESS
(How many others are involved in client situations)
39 = One or two others

PERCEPTUAL EM
(Do clients f
at the heart
43 = Easy to
44 = Hard to

PREFERRED PERS
(What perspec
their situati
46 = Get up c
47 = Both sta

ORIENTATIONAL
(What do clie
in their situ
48 = Internal

SITUATION-FAC
(How do clien
56 = By conti
57 = By repea

SITUATION-FAC
(What strateg
situation-fac
64 = Decision

Table 8-10 (continued)

---

d to by the standard attribute identification numbers used throughout this
aphed are:

)

ocial security
personal

you to do)

request
ice request

quests)

to do in their

lved in

PERCEPTUAL EMBEDDEDNESS
(Do clients find it easy or hard to get at the heart of their situations)
43 = Easy to get at the heart of
44 = Hard to get at the heart of

PREFERRED PERSPECTIVE
(What perspective do clients prefer for their situations)
46 = Get up close
47 = Both stand back/get up close

ORIENTATIONAL STATE
(What do clients pay attention to in their situations)
48 = Internal self

SITUATION-FACING TACTICS
(How do clients respond in situations)
56 = By continuing/agreeing/giving in
57 = By repeating

SITUATION-FACING STRATEGIES
(What strategies do clients use for situation-facing)
64 = Decisioning strategy

(continued)

Table 8-10 (continued)

AMOUNT OF INFORMATION SEEKING
(How much information do clients seek in their situations)
69 = 1-2 information things
70 = 3 or more information things

USE OF INSTITUTIONAL SOURCES
(Do clients use institutional sources to get information)
71 = No institutional sources
72 = One or more institutional sources

INFORMATION TYPES
(What type of information do clients seek in their situations)
73 = INFORMATION_1
75 = INFORMATION_3

INFORMATION QUESTIONS
(What do clients want to learn in their situations)
76 = To assess the situation/system
77 = To learn options, alternatives
79 = To learn reasons and causes
81 = To learn procedures

EASE OF INFORMATION FINDING
(Do clients see information as easy or hard to find)
82 = Easy to find information
84 = Impossible to find information

NON-HELPING INFORMA
(When information i
why do clients say
93 = Doesn't help c

LIBRARY INFORMATION
(Do clients expect
information that wi
99 = Not likely at
102 = Very likely

BARRIERS TO RESOLUT
(What barriers do c
108 = The client la

Table 8-10 (continued)

NG
ients seek

things

S
al sources

es
nal sources

o clients

arn in their

n/system
rnatives
auses

as

on
ormation

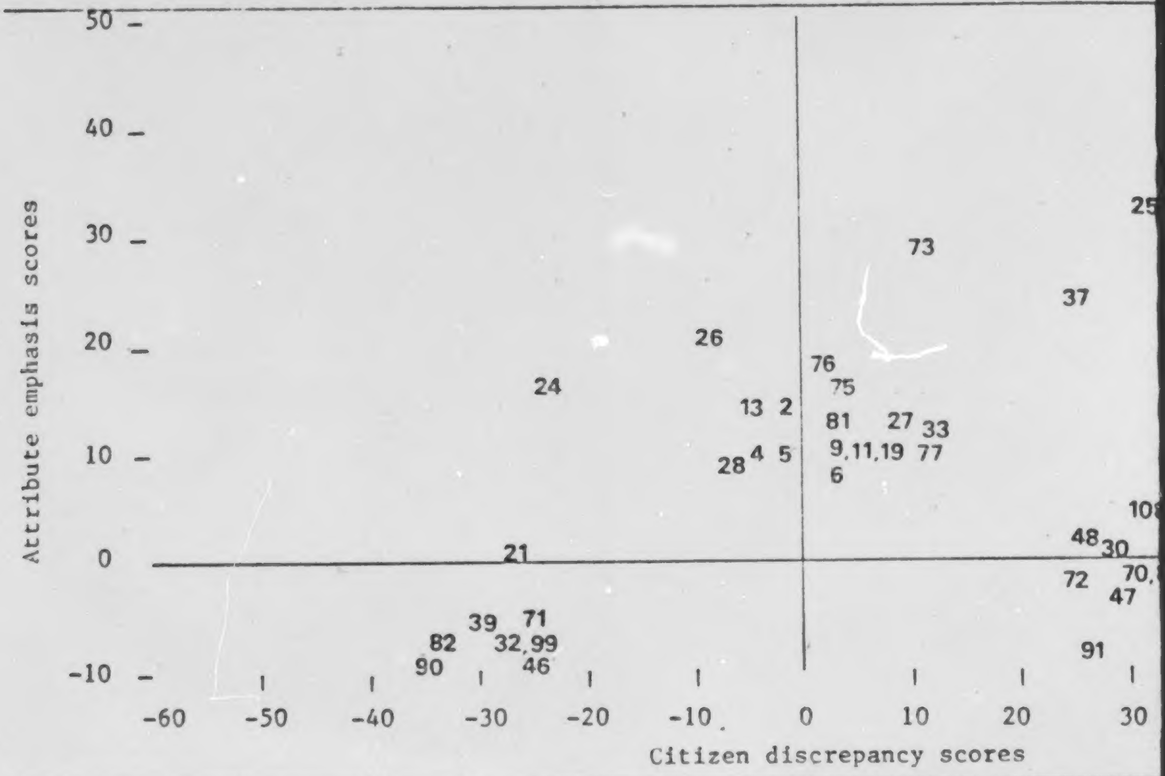
NON-HELPING INFORMATION UTILITIES
(When information is seen as not helpful, why do clients say it doesn't help)
93 = Doesn't help client get social support

LIBRARY INFORMATION EXPECTATION
(Do clients expect libraries to have information that will help)
99 = Not likely at all
102 = Very likely

BARRIERS TO RESOLUTION
(What barriers do clients see to resolution)
108 = The client lacks information

Table 8-11

Graphed comparison[a] of citizen discrepancy and attribute emphasis scores for th
highest absolute values on one or both scores in the "training strengths" analy

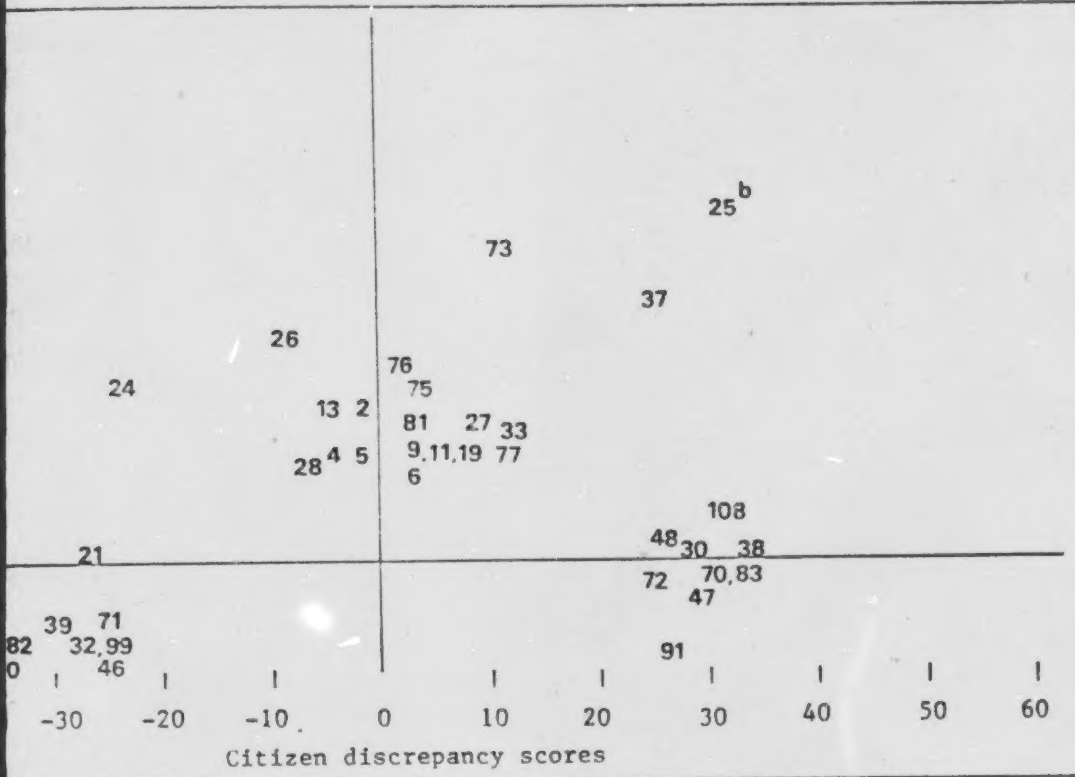


---

[a]This table is extrapolated from Tables 8-3, 8-4, 8-6, and 8-7. Any attribute
absolute citizen discrepancy scores and/or absolute attribute emphasis scores
analyses is included in this table. See the preceding tables for an explanati
pany scores are taken from Table 8-3. The attribute emphasis scores are taken
Chapter V for explanations of how scores were calculated.

Table 8-11

n discrepancy and attribute emphasis scores for the attributes[b] with the twenty
e or both scores in the "training strengths" analyses for the total practitioner sample.



from Tables 8-3, 8-4, 8-6, and 8-7. Any attribute with one of the twenty highest
y scores and/or absolute attribute emphasis scores in the "training strengths"
s table. See the preceding tables for an explanation of ns. The citizen discre-
Table 8-3. The attribute emphasis scores are taken from Table 8-6. See
of how scores were calculated.

(continued)

Table 8-11 (continued)

---

[b] The attributes are referred to by the standard attribute identification report. The attributes graphed above include:

TOPIC FOCUS
(Topic focus of situations)
2 = Consumer
4 = Employment
5 = Education & schooling
6 = Health
9 = Recreation & culture
11 = Public assistance & social security
13 = Child care, family & personal
19 = Public affairs

RESOLUTION STATE
(Resolution state of situations)
21 = Unresolved

NATURE OF CLIENT REQUEST
(What are clients asking you to do)
24 = Listen to a complaint
25 = Fill an information request
26 = Fill a resource/service request

EXPLICITNESS OF REQUEST
(How explicit are client requests)
27 = Not explicit at all
28 = Somewhat explicit

STABILITY OF REQUEST
(How stable are client requests)
30 = Not stable at all
32 = Stable

CLIENT MOVEMENT
(What are client
situations)
33 = Make a deci
37 = Get informe

SOCIAL EMBEDDEDN
(How many others
situations)
38 = No others
39 = One or two

PREFERRED PERSPE
(What perspectiv
their situations
46 = Get up clos
47 = Both stand

ORIENTATIONAL ST
(What do clients
situations)
48 = Internal se

AMOUNT OF INFORM
(How much inform
their situations
70 = 3 or more i

Table 8-11 (continued)

---

ed to by the standard attribute identification numbers used throughout this raphed above include:

s)

g

social security
personal

ations)

you to do)
t
request
ice request

requests)

quests)

CLIENT MOVEMENT STATE
(What are clients trying to do in their situations)
33 = Make a decision
37 = Get informed

SOCIAL EMBEDDEDNESS
(How many others are involved in client situations)
38 = No others
39 = One or two others

PREFERRED PERSPECTIVE
(What perspective do clients prefer for their situations)
46 = Get up close
47 = Both stand back/get up close

ORIENTATIONAL STATE
(What do clients pay attention to in their situations)
48 = Internal self

AMOUNT OF INFORMATION SEEKING
(How much information do clients seek in their situations)
70 = 3 or more information things

(continued)

Table 8-11 (continued)

USE OF INSTITUTIONAL SOURCES
(Do clients use institutional sources to get information)
71 = No institutional sources
72 = One or more institutional sources

INFORMATION TYPES
(What type of information do clients seek in their situations)
73 = INFORMATION$_1$
75 = INFORMATION$_3$

INFORMATION QUESTIONS
(What do clients want to learn in their situations)
76 = To assess the situation/system
77 = To learn options, alternative
81 = To learn procedures

EASE OF INFORMATION FINDING
(Do clients see information as easy or hard to find)
82 = Easy to find information
83 = Hard to find information

NON-HELPING INFORMATION UTILITIES
(When information is seen as not helpful, why do clients say it doesn't help)
90 = Doesn't help client make progress
91 = Doesn't help client plan

LIBRARY INFORMATION
(Do clients expect l
information that wil
99 = Not likely at

BARRIERS TO RESOLUTI
(What barriers do cl
108 = The client lac

Table 8-11 (continued)

sources

l sources

clients seek

n in their

/system
ative

s easy

n
n

ITIES
not helpful,
t help)
e progress
n

LIBRARY INFORMATION EXPECTATION
(Do clients expect libraries to have information that will help)
99 = Not likely at all

BARRIERS TO RESOLUTION
(What barriers do clients see to resolution)
108 = The client lacks information

Table 8-12

Number of attributes named in common by practitioners in both the "system design" presentations and the "training strengths" analyses across all practitioners.

NUMBER OF ATTRIBUTES NAMED IN COMMON	Per cent of practitioners[a]		
	LIBRARY	AGENCY	TOTAL
None	15.8	10.7	13.0
1 - 3	36.8	34.3	35.4
4 - 6	25.4	25.0	25.2
7 or more	22.1	29.8	26.5
TOTAL[b]	100.0	100.0	100.0
MEAN # OF ATTRIBUTES NAMED IN COMMON[c]	4.2	4.9	4.6
N (# of respondents)[a]	114	140	254

[a] There were a total of 267 practitioners, 126 library and 141 agency. Differences between these ns and those in the table above are due to missing data.

[b] The table reads vertically, summing to roughly 100%. Percentages may not sum to exactly 100.0 because of rounding error.

[c] This figure indicates the average number of attributes named in common by respondents in both the "system design" presentations and the "training strengths" evaluations.

CHAPTER IX

ACCIDENTS

Purpose

This chapter reports on the results obtained in Section IV of the questionnaire. In that section, the respondents were asked to indicate for a series of 56 communication "accidents" how frequently each accident had happened to them over the past 6 months.[1] The main purpose was to provide data that would allow an exploration of practitioner use of communication behaviors (communications) as tools for dealing with their clients.

As discussed in Chapter III, in order for a client-practitioner interaction to be a "helpful" one, client and practitioner must somehow align their views of what the client wants and what the practitioner might do so that both will move in the same direction. Both practitioner and client, however, have their own individual histories; therefore, this alignment is not easy. But if it is not obtained, practitioner and client could well continue to move in different directions. The resulting "accidents" would make the interaction less fruitful than it could have been.

The pervasive service model used in information as well as other human service delivery systems makes assumptions that work against rather than for the alignment of views. Thus, the current approaches treat situations typically rather than uniquely and treat clients demographically rather than situationally. In the context of these assumptions, communications are used not for aligning views but for determining the "truth" of the situation. Practitioners elicit from their clients only enough detail to deal with the situations normatively. In this process, little emphasis is placed on the individual sense that the client has had to and will continue to have to construct for his situation or the fact that this sense will change as time passes and events occur, even during the space of the client-practitioner interaction.

In the client-in-situation approach, communications have a very different and far more important purpose. In fact, the client-in-situation approach rests on communications. It is with communication behaviors that the practitioner and client can align their views and each make personal sense so that they can move helpfully in the same direction. In order to use a communications-based approach, however, the practitioner must have skill in using a repertoire of communications behaviors. They must have not only a skill in using different tactical behaviors (e.g. asking questions, repeating) but also a structure that guides the choice of alternatives depending on situational conditions. Unfortunately, relatively little research has been done that is helpful in this regard. The "accidents" section of the questionnaire was designed as an exploratory attempt to look at how practitioners report their own use of communication behaviors as tools.

---

[1] See Chapter III for a full rationale for including the "accidents" section in the questionnaire. The term "accidents" as used here is the invention of Carter (1976b, c).

Analysis overview

In all, there are five tables reported in this chapter. As a set, the tables focus on the overall chapter purpose of an exploration of practitioner use of communications. The various tables approach this purpose in different ways. Specifically, they focus on:

- The frequency with which the practitioners reported that they had experienced different "accidents." The purpose is to look at both the quantity and the quality of "accidents" reported. Table 9-1 reports the frequency of occurrence and the means of all 56 "accidents." Table 9-2 reports the 15 most frequent accidents for both sub-samples and the total practitioner sample. Table 9-3 reports the 15 least frequent accidents for each sample grouping. All three tables are at the end of this chapter.

- The results of factor analyses of the "accident" responses. The purpose is to see whether the factor analyses identified any patterns of response which might be indicative of practitioner use of communications repertoires. Tables 9-4 and 9-5 report the results of these analyses and are located at the end of this chapter.

Results

In presenting the findings below, emphasis is placed on describing the practitioner sample as a whole as well as on describing and comparing the agency and library sub-samples. Findings are reported in table order. Because of the large number of "accidents," findings are organized for presentation in terms of conclusions. Interpretations of individual findings are woven in when these interpretations are specific to individual findings. At the end of the chapter, findings are summarized in terms of the major themes that emerge.

Tables 9-1, 9-2, and 9-3. These tables report the frequency with which the practitioners said they had the different accidents. The frequency of each accident was reported through the use of a 5-point scale: 1 = never, and 5 = very often. Table 9-1 reports the frequencies and means of all 56 accidents. Table 9-2 reports the means and ranks of the 15 most frequent accidents in either the agency or library sub-samples or the total practitioner sample. Table 9-3 reports the means and ranks of the 15 least frequent accidents.

- * The practitioners generally saw themselves as having a lot of different accidents more frequently than "seldom." The overall mean across all accidents was 2.2 indicating that the average accident accurred somewhere between "seldom" and "sometimes." In the total practitioner sample, 45 of the 56 accidents had means of 2.0 or greater.

- * More interesting than the overall mean response, however, was the fact that there was relatively little variance around the mean. The means ranged from a low of 1.4 to a high of 2.9 with most falling between 2.0 and 2.5. In the total practitioner sample, 36 of the 56 accidents had means between 2.0 and 2.5.

- * This lack of variance was further supported by the pattern of the responses. In general, particular kinds of accidents did not stand out as occurring more often for either subsample. Thus, accidents which occurred because the practitioner did something were not reported more frequently than those where the practitioner did not do something. Further, accidents that involved different kinds of behaviors (e.g. interrupting) did not occur more often than those that involved other kinds of behaviors (e.g. repeating).

- * Several interesting trends did emerge, however, from the comparison of those accidents that occurred most frequently and those that occurred least frequently. The most evident pattern was one which indicated that the practitioners were more likely to have accidents that involved their attempts to get at the client's picture of his situation. Thus, 65.0% of the most frequent accidents in the total practitioner sample involved the practitioner either not understanding the client or the client going off in a different direction than the practitioner. Examples included: not checking something by asking the client a question, not getting the client's idea, or assuming the client was thinking one way when he wasn't. Only 29.4% of the least frequent accidents in the total practitioner sample had this emphasis.

- * In comparison to 47.0% of the least frequent accidents, only 10% of the most frequent accidents for the total practitioner sample involved the practitioner's control of self. Thus, for example, the practitioners reported that they infrequently had accidents in which they sat and stewed instead of getting information or worked on the wrong problem.

- * In general, then, the practitioners indicated that they had a lot of different kinds of accidents. While no particular kinds of accidents stood out as occuring more frequently, there was a trend that suggested that the practitioners had more accidents when it came to getting the client's picture. Both the magnitude and the pattern of response was essentially the same for each of the two sub-samples.

Tables 9-4 and 9-5. These tables look at whether practitioner reports of their communications "accidents" indicate underlying patterns in which different accidents group together. The method of analysis used for looking at patterns was factor analysis. This is a tool by which the responses to the "accidents" were examined to pinpoint those accidents which had comparable patterns of response, measure the strength of those patterns, and disclose the different distinct patterns contained in all responses across all accidents. Using this method, one can determine, for example, if when one kind of accident occurs it is also more likely than other accidents occur. Table 9-4 reports the percentage of variance accounted for by each factor in the factor analysis of the "accidents." Table 9-5 reports the number of factor loadings above 0.40 across six different factor solutions.

* The most striking of the results showed that the first factor in the factor analyses for the total practitioner sample accounted for 23.6% of the variance while the second factor accounted for only 4.2%. Thus, responses to the "accident" items did not group into a number of underlying patterns with different kinds of accidents in each group. Rather, all the accidents grouped together into one undifferentiated group. This result held across samples. The first and second factor percentages for the library sub-sample were 23.6% and 5.3%; for the agency sub-sample, 24.3% and 4.7%.

* An examination of the correlation matrices showed that the number of substantial correlations between "accidents" was low. In the total practitioner sample, only 3 of the 1,540 possible correlations were 0.50 or above. In the library sample, there were 8; in the agency sample, there were 5. Thus, the correlations between accidents were low accounting for the lack of patterned groupings that emerged in the factor analyses themselves.

* The factor loadings that emerged from the different factor solutions amplified this result. The purpose here was to see how many "accidents" had substantial loadings on factors other than the first factor. Results indicated that even in the factor solutions with the most factors (i.e. the mineigen solutions with 16 factors for the total practitioner sample; 16, agency; and 17, library), a minimum of 25 accidents had loadings of 0.40 or above on the first factor compared to only 4 for the second factor. In the solutions that produced the best spread, a maximum of seven accidents had high loadings on any other than the first factor. An examination

of the actual solutions showed that often in those cases in which an individual accident might have a high loading on the second factor a high loading on the first factor made the interpretation of the second factor ambiguous.

* In general, then, the results showed that the practitioner responses did not differentiate the accidents into different groups.

Summary and conclusions

The primary purpose of this chapter is to explore practitioner use of communication behaviors as tools for dealing with their clients. The premise behind the exploration is that communication behaviors (communications) are the primary tools by which the client-in-situation approach can be implemented.

In order to conduct this exploration, this chapter utilized data generated by the "accidents" section of the project questionnaire. (See Appendix A.) In that section, respondents were asked to indicate how frequently a series of 56 different communication "accidents" had happened to them in the past 6 months. Analyses were designed to focus both on the magnitude of response as well as the pattern of response.

Findings are summarized below in terms of the broad themes that emerged from the data.

* The practitioners reported a lot of different kinds of accidents. The average frequency of occurrence of any individual accident was not high (somewhere between "seldom" and "sometimes"); however, all accidents had about the same frequency of occurrence. Thus, the practitioners did not differentiate between accidents. Further, there was little difference between the sub-samples on frequency of occurrence. Thus, the practitioners indicated that they had a lot of different kinds of accidents, and there seemed to be little evidence that they were more able to control certain kinds of accidents than others.

* The practitioners reported somewhat more accidents in their attempts to get the client's picture. The one pattern that did emerge to differentiate types of accidents indicated that the practitioners somewhat more frequently had accidents in getting client pictures of their own situations. For example, the practitioners reported that they more frequently had accidents that involved getting the ideas that clients were trying to convey or being sure of client opinions and preferences. In contrast, the practitioners reported that they less frequently had accidents that involved controlling

self (e.g. their own speed, their own information seeking independent of the client). Thus, the data suggest that practitioner use of communication behaviors reflects reliance on the traditional approach to human service delivery. In the traditional approach, the practitioner is less concerned with getting the client's picture and more concerned with implementing his own "professional" picture.

* The practitioners did not appear to be operating from a repertoire of communications behaviors. It has been suggested that in order to implement the client-in-situation approach the practitioner must operate from a repertoire of communication behaviors. Such a repertoire includes not only the elements of behavior (e.g. different communication tactics such as interrupting, questioning, repeating), but a structure as well. The structure would be a framework within which the practitioner would create alternative approaches for the here-and-now of each microscopic event in a communication situation. The "accident" data, however, gave some indication that the practitioners were only tangentially operating from such a repertoire. The lack of variance in response suggests that the practitioners use communications behaviors like most people do, as they come naturally (i.e. by habit or by chance), rather than with explicit choice. This is further confirmed by the fact that the agency and library sub-samples, who showed differences in all other chapters, showed few differences in communication behavior reports. This evidence is additionally reinforced by the fact that factor analyses of the accident responses did not unearth any underlying patterns. Instead, all the accidents grouped together in one undifferentiated group.

Table 9-1

Master table of frequency of occurrence of different accidents[a] reporte

ACCIDENTS	Sample[b]	Per cent of practit dents reporting eac occurrence...		
		Very often	Often	Some-times
1) Failing to take exception to something a client said which was incorrect and then suffering the consequences.	L	1.6	9.8	66.7
	A	0.7	0.7	27.1
	T	1.2	0.8	24.6
2) Not getting the idea of something a client said to you.	L	1.6	9.8	66.7
	A	0.7	2.1	61.4
	T	1.1	4.6	33.5
3) Being unable to put your ideas for a client into words.	L	0.0	2.4	36.6
	A	2.1	6.4	30.7
	T	1.1	4.6	33.5
4) You failed to listen to a client and gave an incorrect response.	L	0.0	3.3	36.1
	A	0.0	2.1	40.0
	T	0.0	2.7	38.2
5) A client was unable to follow the instructions you gave.	L	0.8	7.3	61.3
	A	3.6	17.9	43.6
	T	2.3	12.9	51.9
6) Repeating something you said to a client and finding it wasn't necessary.	L	0.8	9.8	39.0
	A	0.0	15.0	35.0
	T	0.4	12.5	36.9
7) Saying something to a client in words that were familiar to you and finding the client thought you were talking strangely.	L	1.6	9.8	40.2
	A	2.1	14.3	38.6
	T	1.9	12.2	39.3

Table 9-1

cy of occurrence of different accidents[a] reported by practitioner respondents.

	Sample[b]	Per cent of practitioner respondents reporting each frequency of occurrence...						
		Very often	Often	Sometimes	Seldom	Never	Mean[c]	s.d.
tion to something a incorrect and then ences.	L A T	1.6 0.7 1.2	9.8 0.7 0.8	66.7 27.1 24.6	20.3 60.0 61.5	1.6 11.4 11.9	2.9 2.2 2.2	0.6 0.7 0.7
of something a	L A T	1.6 0.7 1.1	9.8 2.1 4.6	66.7 61.4 33.5	20.3 32.9 52.9	1.6 2.9 8.0	2.9 2.6 2.4	0.6 0.6 0.7
our ideas for a	L A T	0.0 2.1 1.1	2.4 6.4 4.6	36.6 30.7 33.5	52.8 52.9 52.9	8.1 7.9 8.0	2.3 2.4 2.4	0.7 0.8 0.7
to a client and ponse.	L A T	0.0 0.0 0.0	3.3 2.1 2.7	36.1 40.0 38.2	54.9 51.4 53.1	5.7 6.4 6.1	2.4 2.4 2.4	0.6 0.6 0.6
o follow the .	L A T	0.8 3.6 2.3	7.3 17.9 12.8	61.3 43.6 51.9	25.8 31.4 28.8	4.8 3.6 4.2	2.7 2.9 2.8	0.7 0.9 0.8
ou said to a client necessary.	L A T	0.8 0.0 0.4	9.8 15.0 12.5	39.0 35.0 36.9	39.8 40.0 39.9	10.6 10.0 10.3	2.5 2.5 2.5	0.8 0.9 0.8
client in words you and finding u were talking	L A T	1.6 2.1 1.9	9.8 14.3 12.2	40.2 38.6 39.3	38.5 33.6 35.9	9.8 11.4 10.7	2.5 2.6 2.6	0.9 0.9 0.9

(continued)

Table 9-1 (continued)

ACCIDENTS	Sample[b]	Per cent of practiti dents reporting each occurrence...		
		Very often	Often	Some-times
8) Failing to say you did not like something a client planned to do and then suffering the consequences.	L	0.8	1.7	7.5
	A	0.7	1.4	27.1
	T	0.8	1.5	18.1
9) Not checking something by asking a client a question and then suffering the consequences.	L	0.8	4.8	51.2
	A	0.0	5.0	39.3
	T	0.4	4.9	44.9
10) You had a good idea for a client but it went to waste.	L	0.0	9.8	47.5
	A	0.7	15.0	33.6
	T	0.4	12.6	40.1
11) You assumed that someone would pass on your message to a client but the message didn't get through.	L	3.3	5.8	24.0
	A	2.9	8.6	25.9
	T	3.1	7.3	25.0
12) Failing to listen to a client and missing something important.	L	0.0	2.4	22.0
	A	0.0	2.9	28.8
	T	0.0	2.7	25.6
13) Not being able to think of an idea for a client's situation.	L	1.6	9.7	43.5
	A	0.7	12.2	43.2
	T	1.1	11.0	43.3
14) Not repeating something important to a client and then finding out it was not understood.	L	0.0	3.3	40.5
	A	0.0	4.3	39.6
	T	0.0	3.8	40.0
15) Trying to be friendly to a client and then finding out he is all business.	L	0.8	0.8	26.8
	A	0.0	5.8	22.3
	T	0.4	3.4	24.4
16) Allowing a client to make an incorrect assumption and then suffering the consequences.	L	0.0	0.8	23.1
	A	0.0	4.3	20.1
	T	0.0	2.7	21.5

Table 9-1 (continued)

	Sample[b]	Per cent of practitioner respondents reporting each frequency of occurrence...						
		Very often	Often	Some-times	Seldom	Never	Mean[c]	s.d.
d not like some-	L	0.8	1.7	7.5	34.2	55.8	1.6	0.7
d to do and then	A	0.7	1.4	27.1	42.9	27.9	2.0	0.8
ences.	T	0.8	1.5	18.1	38.8	40.8	1.8	0.8
g by asking a	L	0.8	4.8	51.2	34.4	8.8	2.5	0.7
then suffering	A	0.0	5.0	39.3	39.3	16.4	2.3	0.8
	T	0.4	4.9	44.9	37.0	12.8	2.4	0.8
for a client but	L	0.0	9.8	47.5	35.2	7.4	2.6	0.8
	A	0.7	15.0	33.6	40.0	10.7	2.5	0.9
	T	0.4	12.6	40.1	37.8	9.2	2.6	0.8
eone would pass on	L	3.3	5.8	24.0	52.1	14.9	2.3	0.9
ient but the	A	2.9	8.6	25.9	41.0	21.6	2.3	1.0
hrough.	T	3.1	7.3	25.0	46.2	18.5	2.3	0.9
a client and	L	0.0	2.4	22.0	65.9	9.8	2.1	0.6
portant.	A	0.0	2.9	28.8	59.7	8.6	2.2	0.6
	T	0.0	2.7	25.6	62.6	9.2	2.2	0.6
ink of an idea for	L	1.6	9.7	43.5	41.9	3.2	2.6	0.8
.	A	0.7	12.2	43.2	33.8	10.1	2.6	0.8
	T	1.1	11.0	43.3	37.6	6.8	2.6	0.8
ing important to a	L	0.0	3.3	40.5	45.5	10.7	2.4	0.7
ing out it was not	A	0.0	4.3	39.6	47.5	8.6	2.4	0.7
	T	0.0	3.8	40.0	46.5	9.6	2.4	0.7
y to a client and	L	0.8	0.8	26.8	52.8	18.7	2.1	0.7
is all business.	A	0.0	5.8	22.3	41.7	30.2	2.0	0.9
	T	0.4	3.4	24.4	46.9	24.8	2.0	0.8
make an incorrect	L	0.0	0.8	23.1	52.1	24.0	2.0	0.7
suffering the	A	0.0	4.3	20.1	55.4	20.1	2.0	0.7
	T	0.0	2.7	21.5	53.8	21.9	2.0	0.7

(continued)

Table 9-1 (continued)

ACCIDENTS	Sample[b]	Per cent of practitioner dents reporting each fre occurrence...			
		Very often	Often	Some-times	Seld
17) Making a decision about how to handle a client's situation and then finding out there were alternatives you didn't know about.	L A T	2.5 2.1 2.3	9.0 9.3 9.2	60.7 42.1 50.8	26. 41. 34.
18) Having lots of ideas in your head for a client but not being able to get them out.	L A T	0.0 0.0 0.0	2.4 5.7 4.2	13.8 19.3 16.7	60. 47. 53.
19) You had difficulty finding a word you needed in talking to a client.	L A T	0.8 1.4 1.1	5.7 9.3 7.6	30.9 32.1 31.6	48. 40. 44.
20) Failing to sort out what's important from what a client said to you.	L A T	0.0 1.4 0.8	2.5 1.4 1.9	40.5 37.1 38.7	50. 51. 51.
21) A client failed to get the idea you had in mind.	L A T	0.0 0.7 0.4	3.3 6.4 5.0	52.1 47.9 49.8	43. 42. 42.
22) Trying a new approach for dealing with a client situation and then finding out that the client would have preferred a more familiar approach.	L A T	0.0 0.0 0.0	5.8 6.5 6.2	23.3 23.9 23.6	47.5 49.3 48.4
23) Suggesting to a client that several things belonged together and then finding out that they didn't at all.	L A T	0.0 1.5 0.8	0.0 0.7 0.4	22.6 15.3 18.7	44.3 51.8 48.4

Table 9-1 (continued)

	Sample[b]	Per cent of practitioner respondents reporting each frequency of occurrence...						
		Very often	Often	Sometimes	Seldom	Never	Mean[c]	s.d.
about how to handle on and then finding ernatives you	L	2.5	9.0	60.7	26.2	1.6	2.8	0.7
	A	2.1	9.3	42.1	41.4	5.0	2.6	0.8
	T	2.3	9.2	50.8	34.4	3.4	2.7	0.8
s in your head for eing able to get	L	0.0	2.4	13.8	60.2	23.6	1.9	0.7
	A	0.0	5.7	19.3	47.9	27.1	2.0	0.8
	T	0.0	4.2	16.7	53.6	25.5	2.0	0.8
finding a word you o a client.	L	0.8	5.7	30.9	48.8	13.8	2.3	0.8
	A	1.4	9.3	32.1	40.7	16.4	2.4	0.9
	T	1.1	7.6	31.6	44.5	15.2	2.3	0.9
what's important said to you.	L	0.0	2.5	40.5	50.4	6.6	2.4	0.6
	A	1.4	1.4	37.1	51.4	8.6	2.3	0.7
	T	0.8	1.9	38.7	51.0	7.7	2.4	0.7
get the idea you	L	0.0	3.3	52.1	43.0	1.7	2.6	0.6
	A	0.7	6.4	47.9	42.9	2.1	2.6	0.7
	T	0.4	5.0	49.8	42.9	1.9	2.6	0.6
ch for dealing with and then finding would have pre- iar approach.	L	0.0	5.8	23.3	47.5	23.3	2.1	0.8
	A	0.0	6.5	23.9	49.3	20.3	2.2	0.8
	T	0.0	6.2	23.6	48.4	21.7	2.1	0.8
ent that several ether and then ey didn't at all.	L	0.0	0.0	22.6	44.3	33.0	1.9	0.7
	A	1.5	0.7	15.3	51.8	30.7	1.9	0.8
	T	0.8	0.4	18.7	48.4	31.7	1.9	0.8

(continued)

Table 9-1 (continued)

ACCIDENTS	Sample[b]	Per cent of practitioner dents reporting each fre occurrence...			
		Very often	Often	Some-times	Seld
24) Not stopping an extended client monologue before it got started and then it was too late to interrupt.	L	0.8	11.4	52.8	30.
	A	4.3	16.4	34.3	35.
	T	2.7	14.1	43.0	33.
25) Learning how to deal with a client problem by trial and error and then finding out there were alternatives you didn't know about.	L	0.8	4.1	56.6	36.
	A	1.4	6.5	40.3	42.
	T	1.1	5.4	47.9	39.
26) You knew how to resolve something but you couldn't explain it to the client.	L	0.0	1.7	18.2	57.
	A	0.0	5.0	19.3	47.
	T	0.0	3.4	18.8	52.
27) You were unable to find a way of sending a message to a client.	L	0.0	1.7	13.3	50.
	A	1.4	3.6	28.6	38.
	T	0.8	2.7	21.5	44.
28) Trying to keep track of the information offered by the client and overlooking something.	L	0.0	2.5	38.3	53
	A	1.4	6.5	38.8	45
	T	0.8	4.[illegible]	38.6	49
29) Assuming that a client was thinking the same way you were about his situation but finding out this wasn't true.	L	0.0	3.3	57.4	37
	A	0.7	2.9	42.4	43
	T	0.4	3.1	49.4	41
30) Not re-reading some instructions before telling a client what to do and finding out the instructions you gave were wrong.	L	0.0	0.0	20.8	52
	A	0.0	0.7	17.1	55
	T	0.0	0.4	18.8	53

Table 9-1 (continued)

	Sample^b	Per cent of practitioner respondents reporting each frequency of occurrence...						
		Very often	Often	Sometimes	Seldom	Never	Mean^c	s.d.
tended client t got started and te to interrupt.	L	0.8	11.4	52.8	30.1	4.9	2.7	0.7
	A	4.3	16.4	34.3	35.7	9.3	2.7	1.0
	T	2.7	14.1	43.0	33.1	7.2	2.7	0.9
al with a client nd error and then were alternatives out.	L	0.8	4.1	56.6	36.1	2.5	2.6	0.6
	A	1.4	6.5	40.3	42.4	9.4	2.5	0.8
	T	1.1	5.4	47.9	39.5	6.1	2.5	0.7
solve something but in it to the client.	L	0.0	1.7	18.2	57.9	22.3	2.0	0.7
	A	0.0	5.0	19.3	47.9	27.9	2.0	0.8
	T	0.0	3.4	18.8	52.5	25.3	2.0	0.8
find a way of to a client.	L	0.0	1.7	13.3	50.8	34.2	1.8	0.7
	A	1.4	3.6	28.6	38.6	27.9	2.1	0.9
	T	0.8	2.7	21.5	44.2	30.8	2.0	0.8
ck of the d by the client and ing.	L	0.0	2.5	38.3	53.3	5.8	2.4	0.6
	A	1.4	6.5	38.8	45.3	7.9	2.5	0.8
	T	0.8	4.6	38.6	49.0	6.9	2.4	0.7
ient was thinking ere about his ing out this wasn't	L	0.0	3.3	57.4	37.7	1.6	2.6	0.6
	A	0.7	2.9	42.4	43.9	10.1	2.4	0.7
	T	0.4	3.1	49.4	41.0	6.1	2.5	0.7
e instructions before hat to do and finding ns you gave were	L	0.0	0.0	20.8	52.5	26.7	1.9	0.7
	A	0.0	0.7	17.1	55.0	27.1	1.9	0.7
	T	0.0	0.4	18.8	53.8	26.9	1.9	0.7

(continued)

Table 9-1 (continued)

ACCIDENTS	Sample[b]	Per cent of practitioner dents reporting each fre occurrence...			
		Very often	Often	Some-times	Seld
31) Giving a client an idea and then having the client react to you instead.	L	0.9	2.6	22.4	50.
	A	2.2	3.6	37.0	44.
	T	1.6	3.1	30.3	46.
32) Not stopping a client's rambling explanation when you already had the gist of the need and then it was too late to speak up.	L	2.5	10.0	40.0	40.
	A	2.1	7.9	42.9	32.
	T	2.3	8.8	41.5	35.
33) Considering various solutions with a client and then finding out you had a different problem in mind.	L	0.0	2.5	43.4	47.
	A	0.0	2.1	26.4	57.
	T	0.0	2.3	34.4	52.
34) Saying something to a client in technical or jargon words and then finding out the client didn't understand you at all.	L	0.0	3.3	34.4	48.
	A	0.0	7.1	30.5	39.
	T	0.0	5.3	32.4	43.
35) Following a client's words closely and then having nothing to say when he stopped talking.	L	0.0	1.6	15.4	45.
	A	0.0	10.7	20.7	40.
	T	0.0	6.5	18.3	42.
36) Assuming that a client was as familiar with an alternative as you were and finding out he wasn't.	L	1.7	4.2	37.5	46.
	A	0.0	7.1	28.6	47.
	T	0.8	5.8	32.7	47.
37) Not asking a client if he still wanted you to do something and finding out he had changed his mind.	L	0.8	2.5	28.3	55.
	A	0.0	2.9	25.9	45.
	T	0.4	2.7	27.0	49.
38) Assuming that a client had the same experiences dealing with something that you do and then finding out differently.	L	0.0	0.8	30.0	51.
	A	1.4	2.2	25.9	48.
	T	0.8	1.5	27.8	50.

Table 9-1 (continued)

	Sample[b]	Per cent of practitioner respondents reporting each frequency of occurrence...						
		Very often	Often	Sometimes	Seldom	Never	Mean[c]	s.d.
ea and then ct to you	L	0.9	2.6	22.4	50.0	24.1	2.0	0.8
	A	2.2	3.6	37.0	44.2	13.0	2.4	0.8
	T	1.6	3.1	30.3	46.9	18.1	2.2	0.8
's rambling already had the then it was too	L	2.5	10.0	40.0	40.0	7.5	2.6	0.9
	A	2.1	7.9	42.9	32.1	15.0	2.5	0.9
	T	2.3	8.8	41.5	35.8	11.5	2.5	0.9
olutions with a ng out you had a mind.	L	0.0	2.5	43.4	47.5	6.6	2.4	0.6
	A	0.0	2.1	26.4	57.1	14.3	2.2	0.7
	T	0.0	2.3	34.4	52.7	10.7	2.3	0.7
client in ords and then t didn't under-	L	0.0	3.3	34.4	48.4	13.9	2.3	0.7
	A	0.0	7.1	30.5	39.7	22.0	2.2	0.9
	T	0.0	5.3	32.4	43.9	18.3	2.2	0.8
words closely and o say when he	L	0.0	1.6	15.4	45.5	37.4	1.8	0.7
	A	0.0	10.7	20.7	40.0	28.6	2.1	0.9
	T	0.0	6.5	18.3	42.6	32.7	2.0	0.9
t was as familiar s you were and .	L	1.7	4.2	37.5	46.7	10.0	2.4	0.8
	A	0.0	7.1	28.6	47.9	16.4	2.3	0.8
	T	0.8	5.8	32.7	47.3	13.5	2.3	0.8
f he still wanted nd finding out he	L	0.8	2.5	28.3	55.0	13.3	2.2	0.7
	A	0.0	2.9	25.9	45.3	25.9	2.0	0.8
	T	0.4	2.7	27.0	49.8	20.1	2.1	0.8
t had the same ith something finding out	L	0.0	0.8	30.0	51.7	17.5	2.1	0.7
	A	1.4	2.2	25.9	48.9	21.6	2.1	0.8
	T	0.8	1.5	27.8	50.2	19.7	2.1	0.8

(continued)

Table 9-1 (continued)

ACCIDENTS	Sample[b]	Per cent of practition dents reporting each f occurrence...			
		Very often	Often	Some-times	Se
39) Offering too many suggestions at one time and frustrating a client.	L	1.7	8.3	38.0	4
	A	0.7	7.9	37.9	4
	T	1.1	8.0	37.9	4
40) Telling a client that a particular alternative was best and then having him return saying he found a better one.	L	0.0	0.8	35.5	5
	A	0.7	5.7	29.3	4
	T	0.4	3.4	32.2	4
41) Saying something to a client in technical words and losing the client's attention.	L	0.0	1.7	16.8	5
	A	0.0	4.3	24.5	4
	T	0.0	3.1	20.9	4
42) You referred a client to another agency and then the client didn't follow up.	L	2.0	8.2	49.0	2
	A	9.6	31.6	36.8	1
	T	6.4	21.8	41.9	2
43) Thinking you had a client's situation all figured out so you paid less attention to what he was saying and then found out you didn't have the idea at all.	L	0.0	0.0	27.5	6
	A	0.0	3.6	26.4	5
	T	0.0	1.9	26.9	5
44) Assuming that a client agreed with what you were going to do and then finding out the client didn't agree at all.	L	0.0	1.8	24.1	5
	A	1.4	2.1	35.7	4
	T	0.8	2.0	30.6	4
45) Trying to use the client's vocabulary and then finding out the client thought you were talking down to him.	L	0.0	0.0	5.2	3
	A	0.0	0.7	8.6	3
	T	0.0	0.4	7.0	3

Table 9-1 (continued)

	Sample[b]	Per cent of practitioner respondents reporting each frequency of occurrence...						
		Very often	Often	Some-times	Seldom	Never	Mean[c]	s.d.
ggestions at one a client.	L	1.7	8.3	38.0	44.6	7.4	2.5	0.8
	A	0.7	7.9	37.9	40.0	13.6	2.4	0.8
	T	1.1	8.0	37.9	42.1	10.7	2.5	0.8
t a particular and then having found a better	L	0.0	0.8	35.5	54.5	9.1	2.3	0.6
	A	0.7	5.7	29.3	40.7	23.6	2.2	0.9
	T	0.4	3.4	32.2	47.1	16.9	2.2	0.8
a client in losing the	L	0.0	1.7	16.8	52.1	29.4	1.9	0.7
	A	0.0	4.3	24.5	45.3	25.9	2.0	0.8
	T	0.0	3.1	20.9	48.4	27.5	2.0	0.8
nt to another client didn't	L	2.0	8.2	49.0	26.5	14.3	2.6	0.9
	A	9.6	31.6	36.8	16.9	5.1	3.2	1.0
	T	6.4	21.8	41.9	20.9	9.0	2.9	1.0
client's situation you paid less was saying and didn't have the	L	0.0	0.0	27.5	60.0	12.5	2.1	0.6
	A	0.0	3.6	26.4	53.6	16.4	2.2	0.7
	T	0.0	1.9	26.9	56.5	14.6	2.1	0.7
nt agreed with to do and then ent didn't agree at	L	0.0	1.8	24.1	50.9	23.2	2.0	0.7
	A	1.4	2.1	35.7	43.6	17.1	2.3	0.8
	T	0.8	2.0	30.6	46.8	19.8	2.2	0.8
lient's vocabulary t the client thought wn to him.	L	0.0	0.0	5.2	35.3	59.5	1.5	0.6
	A	0.0	0.7	8.6	38.6	52.1	1.6	0.7
	T	0.0	0.4	7.0	37.1	55.5	1.5	0.6

(continued)

Table 9-1 (continued)

ACCIDENTS	Sample[b]	Per cent of practitione dents reporting each fr occurrence...			
		Very often	Often	Some-times	Sel
46) Having a clear idea in mind of what you wanted to say to a client but finding your tongue saying an entirely different thing.	L	0.0	0.8	12.7	48
	A	0.0	2.1	11.4	45
	T	0.0	1.6	12.0	46
47) Sitting and stewing about a client's situation instead of getting information to help you determine what to do.	L	0.0	1.7	5.9	37
	A	0.7	3.5	17.0	44
	T	0.4	2.7	12.0	41
48) Not clarifying a client's request by asking for further information and then setting to work on the wrong problem.	L	0.0	0.0	23.0	55
	A	0.0	2.8	10.6	55
	T	0.0	1.5	16.9	56
49) Thinking about how you would handle a client's problem instead of listening to what the client was saying and then making a wrong response.	L	0.0	1.6	19.0	48
	A	0.0	2.2	25.9	49
	T	0.0	1.9	22.5	48
50) Not asking a client to repeat something back to you and then finding he didn't get your point.	L	0.0	3.4	22.9	55
	A	0.0	4.4	31.4	48
	T	0.0	3.9	27.5	52
51) Trying to deal with too many of a client's problems at one time and not helping on any of them.	L	0.9	0.9	13.7	48
	A	0.7	5.7	17.9	45
	T	0.8	3.5	16.0	47
52) You suggested a resolution to a client only to find out it was an alternative he had already tried.	L	0.8	6.7	60.8	30
	A	0.7	10.7	50.0	32
	T	0.8	8.8	55.0	31

Table 9-1 (continued)

	Sample[b]	Per cent of practitioner respondents reporting each frequency of occurrence...						
		Very often	Often	Sometimes	Seldom	Never	Mean[c]	s.d.
n mind of what a client but aying an entirely	L A T	0.0 0.0 0.0	0.8 2.1 1.6	12.7 11.4 12.0	48.3 45.7 46.9	38.1 40.7 39.5	1.8 1.7 1.7	0.7 0.7 0.7
bout a client's getting infor- termine what to do.	L A T	0.0 0.7 0.4	1.7 3.5 2.7	5.9 17.0 12.0	37.8 44.0 41.3	54.6 34.0 43.6	1.5 1.9 1.7	0.7 0.8 0.8
nt's request by formation and then e wrong problem.	L A T	0.0 0.0 0.0	0.0 2.8 1.5	23.0 10.6 16.9	55.6 55.3 56.7	17.5 30.5 24.9	2.0 1.8 1.9	0.6 0.7 0.5
u would handle a ead of listening s saying and then se.	L A T	0.0 0.0 0.0	1.6 2.2 1.9	19.0 25.9 22.5	48.4 49.6 48.7	24.6 22.3 23.2	2.0 2.0 2.0	0.7 0.6 0.7
o repeat something finding he didn't	L A T	0.0 0.0 0.0	3.4 4.4 3.9	22.9 31.4 27.5	55.9 48.9 52.2	17.8 15.3 16.5	2.1 2.2 2.1	0.7 0.8 0.7
oo many of a one time and not m.	L A T	0.9 0.7 0.8	0.9 5.7 3.5	13.7 17.9 16.0	48.7 45.7 47.1	35.9 30.0 32.7	1.8 2.0 1.9	0.8 0.9 0.8
ution to a client as an alternative	L A T	0.8 0.7 0.8	6.7 10.7 8.8	60.8 50.0 55.0	30.0 32.9 31.5	1.7 5.7 3.8	2.7 2.7 2.7	0.6 0.8 0.7

(continued)

Table 9-1 (continued)

ACCIDENTS	Sample[b]	Per cent of practitione dents reporting each fr occurrence...			
		Very often	Often	Some- times	Sel
53) Being distracted by other things going on and missing the point of what the client had to say.	L A T	0.0 1.4 0.8	4.2 3.6 3.8	35.0 35.0 35.0	50 42 46
54) Thinking about how your boss would handle a client's situation and getting confused about your own ideas.	L A T	0.0 2.2 1.2	0.8 2.2 1.5	14.0 7.2 10.4	33 30 32
55) Making assumptions about the client's situation and finding the assumptions get in the way of what the client is saying.	L A T	0.0 0.7 0.4	0.8 4.3 2.7	28.6 28.6 28.6	52 45 48
56) Starting to work on a solution for a client and finding out it is wrong but being unable to stop.	L A T	0.0 0.7 0.4	0.0 0.0 0.0	5.0 5.7 5.4	27 30 29

[a] Practitioner respondents were asked to indicate, for a series of communica each accident had happened to them over the past six months: very often, never. Accidents were defined as things that happen between a client and communication. (See Section IV of the questionnaire in Appendix B.)

[b] Of the 267 practitioners participating in the Phase II study, 265 practiti "accidents" section of the questionnaire. Of these, 125 were library resp respondents. Base n for the table above will fluctuate from 252 to 265 be don't know/not applicable responses on particular items. Don't know/not a been reported separately as the magnitude of the DK/NA responses was not 1 accidents. The single exception to the base n described above was on acci item, 6 library respondents gave no response and 22 gave DK/NA responses; response and 4 gave DK/NA responses. Therefore, the base n for this item sample; A = agency sub-sample; T = total practitioner sample.

[c] Responses to this section were coded 5 for "very often" to 1 for "never." of the average frequency of occurrence that practitioner respondents repor

Table 9-1 (continued)

	Sample[b]	Per cent of practitioner respondents reporting each frequency of occurrence...						
		Very often	Often	Some-times	Seldom	Never	Mean[c]	s.d.
ther things going int of what the	L	0.0	4.2	35.0	50.0	10.8	2.3	0.7
	A	1.4	3.6	35.0	42.9	17.1	2.3	0.8
	T	0.8	3.8	35.0	46.2	14.2	2.3	0.8
ur boss would uation and getting wn ideas.	L	0.0	0.8	14.0	33.9	51.2	1.6	0.7
	A	2.2	2.2	7.2	30.9	57.6	1.6	0.9
	T	1.2	1.5	10.4	32.3	54.6	1.6	0.8
out the client's the assumptions t the client is	L	0.0	0.8	28.6	52.9	17.6	2.1	0.7
	A	0.7	4.3	28.6	45.0	21.4	2.2	0.8
	T	0.4	2.7	28.6	48.6	19.7	2.1	0.8
solution for a t it is wrong but	L	0.0	0.0	5.0	27.5	67.5	1.4	0.6
	A	0.7	0.0	5.7	30.5	61.0	1.4	0.7
	T	0.4	0.0	5.4	29.3	64.5	1.4	0.6

were asked to indicate, for a series of communication accidents, how often ed to them over the past six months: very often, often, sometimes, seldom, or efined as things that happen between a client and a practitioner that prevent tion IV of the questionnaire in Appendix B.)

participating in the Phase II study, 265 practitioners responded to the he questionnaire. Of these, 125 were library respondents and 140 were agency the table above will fluctuate from 252 to 265 because of no response or e responses on particular items. Don't know/not applicable responses have not as the magnitude of the DK/NA responses was not large and not variable across xception to the base n described above was on accident number 42. On this nts gave no response and 22 gave DK/NA responses; 1 agency respondent gave no A responses. Therefore, the base n for this item is 234. L = library sub-sample; T = total practitioner sample.

n were coded 5 for "very often" to 1 for "never." The mean is an indication of occurrence that practitioner respondents reported for each accident.

Table 9-2

Frequency of occurrence of the 15 most frequent accidents[a] reported by one or both of the practitioner samples.

ACCIDENTS	Sample[b]	Rank[d]	Mean[c]
1) Failing to take exception to something a client said which was incorrect and then suffering the consequences.	L A T	1.5 32.0 29.5	2.9 2.2 2.2
2) Not getting the idea of something a client said to you.	L A T	1.5 7.0 18.0	2.9 2.6 2.4
3) Being unable to put your ideas for a client into words.	L A T	26.5 18.0 18.0	2.3 2.4 2.4
4) You failed to listen to a client and gave an incorrect response.	L A T	20.5 18.0 18.0	2.4 2.4 2.4
5) A client was unable to follow the instructions you gave.	L A T	5.0 2.0 2.0	2.7 2.9 2.8
6) Repeating something you said to a client and finding it wasn't necessary.	L A T	15.5 12.0 12.0	2.5 2.5 2.5
7) Saying something to a client in words that were familiar to you and finding that the client thought you talked strangely.	L A T	15.5 7.0 7.5	2.5 2.6 2.6
9) Not checking something by asking a client a question and then suffering the consequences.	L A T	15.5 24.5 18.0	2.5 2.3 2.4
10) You had a good idea for a client but it went to waste.	L A T	10.0 12.0 7.5	2.6 2.5 2.6
14) Not repeating something important to a client and then finding out that it wasn't understood.	L A T	20.5 18.0 18.0	2.4 2.4 2.4
17) Making a decision about how to handle a client's situation and then finding out there were alternatives you didn't know about.	L A T	3.0 7.0 4.0	2.8 2.6 2.7

(continued)

Table 9-2 (continued)

ACCIDENTS	Sample[b]	Rank[d]	Mean[c]
19) You had difficulty finding a word you needed in talking with a client.	L	26.5	2.3
	A	18.0	2.4
	T	24.0	2.3
20) Failing to sort out what's important from what a client said to you.	L	20.5	2.4
	A	24.5	2.3
	T	18.0	2.4
21) A client failed to get the idea you had in mind.	L	10.0	2.6
	A	7.0	2.6
	T	7.5	2.6
24) Not stopping an extended client monologue before it got started and then it was too late to interrupt.	L	5.0	2.7
	A	3.5	2.7
	T	4.0	2.7
25) Learning how to deal with a client problem by trial and error and then finding out there were alternatives you didn't know about.	L	10.0	2.6
	A	12.0	2.5
	T	12.0	2.5
28) Trying to keep track of the information offered by the client and overlooking something.	L	20.5	2.4
	A	12.0	2.5
	T	18.0	2.4
29) Assuming that a client was thinking the same way you were about his situation but finding out this wasn't true.	L	10.0	2.6
	A	18.0	2.4
	T	12.0	2.5
31) Giving a client an idea and then having the client react to you instead.	L	40.5	2.0
	A	18.0	2.4
	T	29.5	2.2
32) Not stopping a client's rambling explanation when you already had the gist of the need and then it was too late to speak up.	L	10.0	2.6
	A	12.0	2.5
	T	12.0	2.5
39) Offering too many suggestions at one time and frustrating a client.	L	15.5	2.5
	A	18.0	2.4
	T	12.0	2.5
42) You referred a client to another agency and then the client didn't follow up.	L	10.0	2.6
	A	1.0	3.2
	T	1.0	2.9

(continued)

Table 9-2 (continued)

ACCIDENTS	Sample[b]	Rank[d]	Mean[c]
52) You suggested a resolution to a client only to find out it was an alternative he had already tried.	L A T	5.0 3.5 4.0	2.7 2.7 2.7

[a] This table is a listing of the communication accidents reported as occuring most frequently by the practitioner respondents. Accidents listed in this table are those 15 (or more in the case of ranking ties) having the largest mean for the library, agency, or total practitioner samples.

[b] L = library sub-sample; A = agency sub-sample; T = total practitioner sample. See footnote b in Table 9-1 for an explanation of ns.

[c] Practitioner respondents were asked to indicate, for a series of communication accidents, how often each accident had happened to them over tha past six months: very often, often, sometimes, seldom, or never. Responses were coded 5 for "very often" to 1 for "never." The mean is an indication of the average frequency of occurence that practitioner respondents reported for each accident.

[d] The criterion for ranking of the accidents is the mean frequency of occurence reported by the respondents. A rank of 1.0 indicates that accident had the highest mean for a given sample.

Table 9-3

Frequency of occurrence of the 15 least frequent accidents[a] reported by one or both of the practitioner samples.

ACCIDENTS	Sample[b]	Rank[d]	Mean[c]
8) Failing to say you did not like something a client planned to do and then suffering the consequences.	L A T	4.5 13.0 6.0	1.6 2.0 1.8
15) Trying to be friendly to a client and then finding out he is all business.	L A T	23.0 13.0 14.5	2.1 2.0 2.0
16) Allowing a client to make an incorrect assumption and then suffering the consequences.	L A T	16.5 13.0 14.5	2.0 2.0 2.0
18) Having lots of ideas in your head for a client but not being able to get them out.	L A T	11.5 13.0 14.5	1.9 2.0 2.0
23) Suggesting to a client that several things belonged together and then finding out that they didn't at all.	L A T	11.5 7.0 8.5	1.9 1.9 1.9
26) You knew how to resolve something but you couldn't explain it to the client.	L A T	16.5 13.0 14.5	2.0 2.0 2.0
27) You were unable to find a way of sending a message to a client.	L A T	7.5 19.0 14.5	1.8 2.1 2.0
30) Not re-reading some instructions before telling a client what to do and then finding out the instructions you gave were wrong.	L A T	11.5 7.0 8.5	1.9 1.9 1.9
31) Giving a client an idea and then having the client react to you instead.	L A T	16.5 39.0 27.5	2.0 2.4 2.2
35) Following a client's words closely and then having nothing to say when he stopped talking.	L A T	7.5 19.0 14.5	1.8 2.1 2.0
37) Not asking a client if he still wanted you to do something and finding out he had changed his mind.	L A T	27.0 13.0 21.5	2.2 2.0 2.1

(continued)

Table 9-3 (continued)

ACCIDENTS	Sample[b]	Rank[d]	Mean[c]
41) Saying something to a client in technical words and losing the client's attention.	L A T	11.5 13.0 14.5	1.9 2.0 2.0
44) Assuming that a client agreed with what you were going to do and then finding out the client didn't agree at all.	L A T	16.5 32.5 27.5	2.0 2.3 2.2
45) Trying to use the client's vocabulary and then finding out the client thought you were talking down to him.	L A T	2.5 2.5 2.0	1.5 1.6 1.5
46) Having a clear idea in mind of what you wanted to say to a client but finding your tongue saying an entirely different thing.	L A T	7.5 4.0 4.5	1.8 1.7 1.7
47) Sitting and stewing about a client's situation instead of getting information to help you determine what to do.	L A T	2.5 7.0 4.5	1.5 1.9 1.7
48) Not clarifying a client's request by asking for further information and then setting to work on the wrong problem.	L A T	16.5 5.0 8.5	2.0 1.8 1.9
49) Thinking about how you would handle a client's problem instead of listening to what the client was saying and then making a wrong response.	L A T	16.5 13.0 14.5	2.0 2.0 2.0
51) Trying to deal with too many of a client's problems at one time and not helping on any of them.	L A T	7.5 13.0 8.5	1.8 2.0 1.9
54) Thinking about how your boss would handle a client's situation and getting confused about your own ideas.	L A T	4.5 2.5 3.0	1.6 1.6 1.6
56) Starting to work on a solution for a client and finding out it is wrong but being unable to stop.	L A T	1.0 1.0 1.0	1.4 1.4 1.4

[a] This table is a listing of the communication accidents reported as occurring least frequently by the practitioner respondents. Accidents listed in this table are those 15 (or more in the case of ranking ties) having the lowest mean for the library, agency, or total practitioner samples.

[b] L = library sub-sample; A = agency sub-sample; T = total practitioner sample. See footnote b in Table 9-1 for an explanation of ns.

(continued)

Table 9-3 (continued)

---

[c] Practitioner respondents were asked to indicate, for a series of communication accidents, how often each accident had happened to them over the past six months: very often, often, sometimes, seldom, or never. Responses were coded 5 for "very often" to 1 for "never." The mean is an indication of the average frequency of occurrence that practitioner respondents reported for each accident.

[d] The criterion for ranking of the accidents is the mean frequency of occurrence reported by the respondents. A rank of 1.0 indicates that that accident had the lowest mean for a given sample.

Table 9-4

Percentage of variance accounted for by each factor[a] in factor analysis of the accidents across the practitioner samples[b].

FACTOR[c]	Per cent of variance accounted for...		
	LIBRARY	AGENCY	TOTAL
1	23.6	24.3	23.6
2	5.3	4.7	4.2
3	4.2	4.4	3.8
4	3.9	3.7	3.7
5	3.6	3.5	3.1
6	3.6	3.3	3.0
7	3.4	3.0	2.7
8	3.2	2.8	2.7
9	2.9	2.7	2.4
10	2.6	2.5	2.3
11	2.5	2.4	2.1
12	2.4	2.3	2.0
13	2.1	2.2	2.0
14	2.1	2.1	1.9
15	2.0	1.9	1.9
16	1.9	1.9	1.8
17	1.8	----	----
TOTAL % OF VARIANCE[d]	71.0	67.8	63.4

[a] This table reports the per cent of variance accounted for by each of the factors that could be extracted up to the mineigen criterion. The next factor to be extracted (e.g., factor #18 for the library sub-sample) would account for less variance than would be explained by the average variable (i.e., less than 1/56 or 1.8% of the variance). This criterion resulted in 17 factors for the library sub-sample, 16 for the agency sub-sample, and 16 for the total practitioner sample. See Chapter V for explanation of use of factor analysis.

[b] See footnote b in Table 9-1 for an explanation of the ns in each sample. Missing data for this analysis were handled through pair-wise deletion.

[c] The first factor extracted was that one which would explain as much of the variance as possible. The second factor was that one which would explain as much of the remaining variance as possible provided that the second factor would be uncorrelated with the first. The successive factors were each determined in the same manner, each factor being uncorrelated with preceding ones.

[d] This figure is the per cent of variance accounted for by the factors taken together. It is the sum of the per cent of variance accounted for by each factor.

Table 9-5

Number of factor loadings above 0.40[a] for solutions with different numbers of factors in analysis of the accidents.

FACTOR[c]	SAMPLE[b]	# of loadings above 0.40 for each factor solution						% of var[c]
		2[d]	3	5	8	9	M	
F1	L	43	41	38	29	29	25	23.6
	A	42	38	36	34	35	32	24.3
	T	46	45	37	35	32	29	23.6
F2	L	5	6	5	7	6	4	5.3
	A	4	3	6	5	5	3	4.7
	T	5	5	5	6	7	3	4.2
F3	L	----	3	4	5	3	2	4.2
	A	----	5	5	5	6	3	4.4
	T	----	2	6	4	3	3	3.8
F4	L	----	----	3	5	5	3	3.9
	A	----	----	6	4	4	4	3.7
	T	----	----	3	3	4	2	3.7

[a] This table reports the number of factor loadings of 0.40 or stronger for the six factor solutions produced for the accidents across the practitioner samples. The strength of the loadings bears examination because the initial correlations were not strong. For the library sub-sample, only 8 of the possible 1540 correlations between pairs of accidents were 0.50 or above; for the agency sub-sample, only 5; for the total practitioner sample, only 3. The factor loading is a measure of the strength with which a variable relates with an extracted factor. The more a loading approaches 1.0, the more cleanly a variable is represented in the derived factor. See Chapter V for explanation of use of factor analysis.

[b] L = library sub-sample; A = agency sub-sample; T = the total practitioner sample. See footnote b in Table 9-1 for an explanation of ns. Missing data for this analysis were handled through pair-wise deletion.

[c] Data are presented here for only the first four factors extracted by any of the factor solutions. "% of var" is the per cent of variance in the data accounted for by a given factor.

[d] These column headings indicate the stopping criteria for each of the six factor solutions. 2 = 2 factor, 3 = 3 factor, and so on. M = mineigen criterion: factors continue to be extracted until the next factor will explain less of the variance than explained by the average variable. See Chapter V for more explanation of this analysis procedure.

CHAPTER X

CITIZEN'S HANDBOOK

Purpose

This chapter reports on the results obtained in Section V of the questionnaire which asked respondents to react to a summary of the results of the Phase I study of citizens-in-situations. This summary was presented in the form of a 12-page "citizen's handbook." The "handbook" was addressed to a hypothetical "citizen" and provided instruction in how the client-in-situation approach could be applied to his situation. The respondents were asked to react to the "handbook" as practitioners "whose job is to help citizens with their everyday concerns."

Respondents were asked to read through the "handbook" and to mark their reactions to it at the points where they occurred. Codes were given for five kinds of reactions:

A = you agree with that
D - you disagree with that
? = you are confused about that or don't understand that
R = you re-read that
T = you stopped to think about that

Chapters III and V provide further explanation of the design and analysis of this section. See Appendix A for the questionnaire, which includes the text of the "citizen's handbook."

The purposes of this questionnaire section were to provide a fourth source of data for the matching purpose of this study and to provide some specific directions for development of the Phase III training modules. The purposes of this chapter, then, are to report on those concepts in the "handbook" that practitioners most readily agreed with; those concepts that practitioners disagreed with most; and those concepts that practitioners most often were confused by, re-read, or stopped to think about.

Analysis overview

In all, there are 12 tables reported in this chapter. The tables can be grouped by the manner in which they report reactions to the "handbook." Specifically,

* The percentage of practitioners giving each type of reaction to each sentence is reported in Table 10-1. Data are reported for each of the practitioner samples. Reactions are designated as internal (marked within a sentence), external (marked at the end of a sentence), and total (marked at any point of the sentence). Data are summarized through reports on the percentage of practitioners marking any kind

of reaction to each sentence, and by averages calculated for each paragraph, for each section, and for the total handbook. Data from Table 10-1 are the source for the remaining tables in the chapter. Table 10-1 is presented in Appendix I.

* The modal, sentence-by-sentence responses are reported in Table 10-2. This table identifies, for each of the sentences and for each of the practitioner samples, which was the most frequent type of reaction. The table allows observation of the patterns of response in the context of the "handbook" itself. Table 10-2 is presented at the end of this chapter.

* The 20 sentences that most frequently received each type of response are reported in Tables 10-3, 10-4, 10-5, 10-6, and 10-7. These tables allow an examination, across practitioner samples, of the sentences that were most agreed with, most disagreed with, most questioned, most re-read, or most thought about. Within each practitioner sample, the sentences were assigned ranks, with a rank of 1.0 indicating the sentence that received the highest number of a given type of response. The purpose here is to examine the conceptual patterns of sentences that received similar reactions. Tables 10-3 through 10-7 are found at the end of this chapter.

* The "citizen's handbook" was composed so that client-in-situation concepts were grouped together. Tables 10-8, 10-9, 10-10, 10-11, and 10-12 are graphed presentations of the average per cent of the five different kinds of response for each paragraph in the "handbook." These tables address the question of which groups of sentences received the highest average per cent of agreeing, disagreeing, questioning, re-reading, and thinking reactions. They allow a comparison of the changes in frequency of kinds of response as practitioners read through the "handbook." Tables 10-8 through 10-12 are found at the end of this chapter.

Results

Since some of the tables in this chapter are quite lengthy, the tables are located either at the end of the chapter or in Appendix I. Tables located in the Appendix include raw or background data. In presenting findings, emphasis will be placed on describing the practitioner sample as a whole as well as describing and comparing the agency and library subsamples.

As noted in other chapters, the manner of reviewing findings in this report is somewhat different from the usual results reporting of empirical research. Both the complexity of the tables as well as the quantity of findings meant that findings had to be reviewed in terms of a conceptual organization that meshed with the major purposes of this study. Thus, readers may well find other points of focus that could have been used. The intent here is to present all findings relevant to the major question of this study: How well do practitioners cope with the client-in-situation approach?

For these reasons, findings are organized for presentation in terms of conclusions. At the end of the chapter, findings will be summarized and major conclusions, interpretations, and implications will be drawn.

Table 10-1. This table presents a complete picture of all responses to the "citizen's handbook." The table is lengthy and is used only as a data source for the remaining tables for this chapter. It is, therefore, located in Appendix I.

Data from this table will not be discussed in this chapter per se. However, two findings bear on the interpretation of the other tables. First, it will be noted that even though data were collected that distinguished between responses that were internal or external to the sentences that distinction is not made in Tables 10-2 through 10-12. Examination of 10-1 reveals the reason the distinction was omitted. Overall, less than 10% of the responses to sentences in the "handbook" were internal. This pattern is consistent throughout the "handbook." And, even when this ratio of internal to external responses was more equal, the distribution of internal responses across reaction types was similar to the distribution of external responses. Therefore, the decision was made for all later tables to ignore the internal-external distinction and to report only the type of response.

Second, the magnitude of response was greater for the agency sub-sample than the library sub-sample. An examination of the "handbook" averages in Table 10-1 shows that 24.2% of the agency practitioners responded to each sentence in comparison to only 16.1% of the library practitioners. This difference in the magnitude of response is reflected in each of the tables in this chapter.

Table 10-2. This table reports the modal response to each sentence in the "handbook." Generally, the overall modal response to sentences in the "handbook" was agreeing. In fact, for the total practitioner sample, the modal response was agreeing for 192 of the 222 sentences. Table 10-2 provides a useful context for responses since it reproduces the "citizen's handbook" in its entirity. However, the responses in 10-2 will not be discussed in isolation. Rather, findings from 10-2 will be introduced, where necessary, to amplify the discussion of the remaining tables.

Tables 10-3, 10-4, 10-5, 10-6, and 10-7. These tables report the sentences in the "handbook" which received the highest number of reponses of each type. Table 10-3 reports the 20 sentences with the highest percentage of agreeing responses; Table 10-4, disagreeing; Table 10-5, questioning; Table 10-6, re-reading; and Table 10-7, thinking.

* Both library and agency practitioners showed similarities in the sentences to which they agreed.

* Although the most frequently agreed with sentences came from throughout the "handbook," the sentences can be grouped around a number of themes, as indicated below.

* The first theme with which practitioners readily agreed was that many citizens have concerns to cope with in our society, that the complex of concerns a citizen faces changes constantly, that different situations require different approaches, and that not all problems have solutions. (Sentences #2, 3, 5, 10, 46, 135)

* A second cluster of sentences that frequently received agreeing responses dealt with the difficulties of the client-practitioner interaction. These sentences indicate that it would be helpful if the client would plan questions to ask the practitioner, that the client may have difficulty being understood by the practitioner, and that, for all its difficulty, the process of talking about a situation will probably in itself be informing. (Sentences #150, 193, 195, 198, 203, 208, 209)

* Practitioners agreed with the concept that clients may need to sometimes take a less active, observing role; to make sense out of their situation in their own mind, to change their view of the situation, and to focus on other aspects than objective information. (Sentences #45, 99, 102, 184; library--70; agency--90, 105)

* In addition, practitioners agreed that for situations that involve getting around an obstacle outside help is useful (Sentence #118) and that complaining and getting angry or emotional are not useful approaches. (Sentence 119)

* As for the agreeing responses, library and agency practitioners were similar in their pattern of disagreeing responses. The concepts around which disagreement occurred are reviewed below.

* The strongest pattern of disagreement centered around the concept that the client was the central figure and final judge in his situation. In the normative model discussed in Chapter II, the practitioner is charged with controlling the interaction with the client, with identifying "the problem," and with determing the correct solution -- the focus being on the situation rather than on the client-in-situation. Practitioners disagreed with statements that there are no right or wrong problems or solutions, that only the client

should control the interaction with the practitioner. (Sentences #11, 12, 16, 17, 57, 92, 222; library--219; agency--196, 201, 217)

- * A second pattern of disagreement centered around the nature of problems and their resolutions. The normative approach sees problems as static, objective states to be solved by the practitioner. Relatively high disagreement occurred with sentences reflecting the concepts that problems are not static, that problems occur not because of topics but because client movement is blocked, that not all problems have solutions, and that sometimes nothing is to be done. (Sentences #21, 31, 38, 188; library--9, 20, 30; agency--46)[1]

- * Practitioners disagreed with suggestions that clients might, for some classes of problems, take emotional or interpersonal approaches to their situations. This disagreement pattern is reinforced by the agreement with the concept that complaining and getting emotional or angry are not often useful. (Sentences #110, 111, 117, 119)

- * Practitioners would prefer that clients use objective information to make decisions about their situations and, therefore, disagreed with the concepts that factual information may not be what is needed and that gathering information for decision-making is not the most obvious choice of strategies. (Sentences #43; library--152, 153; agency--140)

- * For a number of reasons, the questioning, re-reading, and thinking responses should be discussed together. The overall frequency of responses for these response types was low and, therefore, stronger patterns emerge by examining them in combination. In addition, there was a high degree of redundancy across these response types; 13 sentences are found in common in Tables 10-5, 10-6, and 10-7. Conceptually, these response types are closely related. They all indicate points at which the practitioner stopped to inform himself by puzzling about something, re-reading something, or thinking about something. Therefore, these cognitive responses are reported together without emphasizing the distinctions among them.

- * The first cluster of concepts to be considered dealt with the nature of problems. Even though the modal response for most of these sentences was agreeing, these sentences were among the most questioned, re-read, or thought about. Practitioners stopped to consider the concepts that many people are coping with an ever-changing combination of problems, that problems are bound into situations and have little to do with the topic area, that a problem occurs when a client's progress is stopped, and that there are no right or wrong problems. (Sentences #5, 7, 11, 19, 20, 30, 31, 154; library--12, 21; agency--10, 42)

---

[1] Readers should note that the word problem as used above refers to any troublesome situation. The word was used this way in the "citizen's handbook" in order to agree with common parlance. In the Phase I, the word refers specifically to a sub-set of troublesome situations -- those in which a barrier stands between an individual and a goal.

* A related concept that practitioners found difficult was that problems do not necessarily have resolutions. (Sentences #132; library--56, 80; agency--47)

* A third set of difficult concepts concerned the need for clients to make internal sense in their situations. In particular, these sentences, which come from different points in the "handbook," concern the need to stop in a situation to make internal sense, the need to sometimes change the view taken of a situation, the point that making internal sense may be more important than collecting objective information, and the point that information is not helpful unless internal sense is made out of it. (Sentences #45, 103, 147, 151; library--113, 157; agency--141, 146)

* Practitioners also stopped to consider how the ways in which a situation is connected to other events can affect a client's view of it. Sometimes connection with other events is a barrier to resolution; sometimes the connections make it difficult to understand the situation; and sometimes they make it easier. (Sentences #85, 86, 87, 90; library--88, 89; agency--67)

* Another class of concepts on which practitioners stopped to inform themselves were related to the use of "situation-facing strategies" and information that is less objective and rational. Thus, the practitioners more frequently stopped with a cognitive response to "handbook" sentences that suggested that not all situations demand a "decisioning strategy" and that citizens may particularly want to explore alternatives if they are in worry situations where decisions usually cannot be made. Other sentences of this type to which the practitioners frequently gave "cognitive" responses included references to the notion that citizens may wish to seek information about how others think or feel, about the causes of situations, or about how things can be done. The practitioners also gave a high cognitive response to the sentence which suggested that sometimes the least used approaches are the most helpful. (Sentences #43, 72, 120, 142, 161, 188; agency--44)

- As already noted, sentences that state that the client is in control of his situation and might also control the interaction with the practitioner received high disagreement Sentences containing these concepts also received a relatively high number of "informing" responses. In particular, the sentences responded to in this way suggest that only the client could judge what will be helpful to him, that the client can affect the situation, that the client might tell the practitioner his likes and dislikes so that the practitioner can be more helpful, and that the client can plan questions to ask the practitioner and can control the interaction. (Sentences #150; library--217, 219; agency--8, 17, 57, 205)

Tables 10-8, 10-9, 10-10, 10-11, and 10-12. These tables are a graphed presentation of the average percentage of responses of each type to sentences within paragraphs of the "citizen's handbook." Since paragraph data also reflects sentence data, this analysis is to some degree redundant with the sentence-by-sentence analysis above. The paragraph analysis is included, however, because it both allows a focus on broader patterns and places the sentence-by-sentence data in a richer context. Table 10-8 reports the paragraph averages of agreeing responses; Table 10-9, disagreeing; Table 10-10, questioning; Table 10-11, re-reading; and Table 10-12, thinking.

- Overall, the patterns of response were similar for both sub-samples. The difference between the sub-samples was not that their responses were of different types, but that they were of different magnitude. Generally, the agency sub-sample responded more frequently than did the library sub-sample. Therefore, the differences in percentage of response will not be noted except where the differences are unusally large.

- The first three paragraphs of the "handbook" were among the paragraphs with the highest agreeing responses and indicate an initial acceptance of the overall concept of client-in-situation. (Sentences #1-4, 5-10, 11-17)

- However, the modal response for two of the sentences in the third paragraph was disagreeing. These sentences present the concept that no solution is right or wrong in objective terms but can only be judged by the client. (Table 10-2; Sentences 12, 17)

- The only other paragraph on which both sub-samples had high agreeing responses presents the concept that approaches to situations need to be flexible so that they can change as the situation changes. (Sentences #133-135)

- The agency sub-sample, however, agreed more frequently with the concepts of three paragraphs than the library sub-sample which displayed only moderate agreement. The paragraphs were: "It may help to try more approaches," "It helps if you can tell the helper what you want," and "The helper may need to know things about you." These paragraphs concern the relation of "client movement state" with other attribute sets: "situation-facing strategies," "nature of client request," and "expert questions." This difference between the sub-samples suggests that the agency practitioners can more easily cope with the concept that different "client movement states" will require different kinds of responses from the practitioner. (Sentences #114-118, 196-198, 203-208)

* The library sub-sample had a low frequency of agreeing for two paragraphs for which the agency practitioners had moderate agreeing responses: "Simplifying isn't necessarily best" and "It may help to try different approaches." These paragraphs concern attributes relating to "situation embeddedness" and "situation-facing strategies." This difference in response suggests that the agency practitioners could more readily agree with the importance of considering the way in which a situation is connected with other events and of choosing among alternative strategies than could the librarians. (Sentences #81-86, 106-113)

* Overall, the quantity of disagreement was less than agreement. Again, the pattern of responses of the library sub-sample and the agency sub-sample was generally parallel, with the agency sub-sample having a greater magnitude of response.

* Practitioners disagreed relatively frequently with the paragraphs that discuss the unsolvability of some kinds of problems and advised the client that he was the final judge of his situation and its resolution. This disagreement was not unexpected since these concepts conflict with the traditional practitioner view that clients bring situations to a practitioner so that the practitioner can solve them. (Sentences #52-57, 217-222)

* Three of the paragraphs which received a relatively high percentage of disagreeing responses were related to the concept of "client movement state." These three paragraphs were: "A problem is when you can't move in a straight path," "It may help to try more approaches," and "It helps if you can tell the helper what you want." The first of these paragraphs presents definitions of the different "client movement states," the second relates the movement states to "situation-facing strategies," and the third relates the client movement" states to "nature of client request." The pattern of these reactions suggests several observations which are presented below. (Sentences #31-37, 114-118, 196-198)

- First, practitioners generally disagreed most with the analysis of situations into the "client movement states" that include states other than the traditional focus on "make a decision." Their disagreement is not only with the basic definition but also with the suggestions that "situation-facing strategies" or "nature of client request" can be selected by the client to fit his own movement state.

- Second, this disagreement was found in only a sub-set of practitioners. Particularly for "It helps if you can tell the helper what you want," agency practitioners showed higher disagreement than library practitioners. Further, the paragraphs relating "client movement state" to "situation-facing strategies" and "nature of client request" were two paragraphs that received relatively high agreement from the agency sub-sample. Since the two responses of "agreeing" and "disagreeing" are conceptually mutually exclusive for a given respondent, this finding suggests two groups of agency practitioners, one group that agrees with the concept of "client movement state" and one that disagrees.

- Two additional paragraphs related to "situation-facing strategies" were also disagreed with by a relatively high percentage of practitioners from both sub-samples: "There's no right way to deal with a situation" and "It may help to try different approaches." Practitioners particularly disagreed with the concept that in an ever-changing situation only the client can judge which of a set of alternate approaches should be used. Disagreement centered on the use of two non-cognitve strategies: "interpersonal" and "emotional." (Sentences #91-99, 114-118; Table 10-2)

- Two paragraphs that explicate concepts relating to client-in-situation were given relatively frequent disagreeing responses even though the modal response for each of their sentences was "agreeing." These were: "It helps to realize you are not alone" and "Being informed means you've been able to make sense." Practitioners disagreed with the concepts that situations are ever-changing, affected by a complex of factors; and that clients must make internal sense of their situations. (Sentences #5-10, 146-150; Table 10-2)

- Agency practitioners disagreed more than library practitioners with the paragraph, "Some cues help you judge if a situation is unsolvable." This paragraph discusses "social embeddedness" and its relationship to "barriers to resolution." Since agency practitioners are continually involved with seeking resolution for client situations that are socially complex, their disagreement with the concept that social embeddedness may be in itself a barrier to resolution is not surprising. (Sentences #73-80)

- * As noted earlier for the tables of the 20 highest sentences for each response type, the responses of questioning, re-reading, and thinking are all cognitive responses that indicate that practitioners had stopped to inform themselves. These responses will again be treated together in this discussion of the graphed presentations.

- * Among the paragraphs given the highest percentage of informing responses were the first seven paragraphs of the "handbook." These responses indicate that, even though there was also relatively high agreeing for these paragraphs, practitioners also needed to take time to become acquainted with the presentation of the citizen-in-situation concepts in the "handbook" format. (Sentences #1-4, 5-10, 11-17, 18-30, 31-37, 38-41, 42-45)

- * Within these seven paragraphs, practitioners particularly stopped to consider the paragraphs of "It helps to realize you are not alone" and "There are different ways of looking at situations." The first of these paragraphs introduces the notions of the client in a constantly changing complex of situations. The second indicates that there are alternatives to just looking at situations as requiring decisions. (Sentences #5-10, 42-45)

- * Responses also indicated that practitioners found the concept of internal sense-making difficult. The two paragraphs focusing on this concept are: "Being informed means you've been able to make sense" and "Getting informed doesn't come naturally." In these paragraphs the citizen is advised that, unless he makes internal sense of the information he's given, he will not be informed and that making internal sense may mean taking a detour. It is not surprising that practitioners would find these concepts difficult since their focus is traditionally on the delivery of objective information to the client, not on the internal sense-making by the client. (Sentences #146-150, 151-157)

- * Practitioners also stopped to question, re-read, or think about the concepts of "situation embeddedness" and "perceptual embeddedness" and their relationship to each other. The paragraphs involved were: "Simplifying isn't necessarily best" and "Sometimes complexity brings clarity." The paragraphs argue that sometimes it is easier to get to the heart of a situation by looking at how it is connected to other events. Responses indicated that for practitioners this is a relatively unfamiliar way of thinking about client situations. (Sentences #81-86, 87-90)

* One of the key concepts in the "handbook" is the "client movement state." On the basis of data on citizen situations from Phase I, suggestions are made in the "handbook" on how identifying the "clients movement state" will indicate what kind of information a citizen might seek, how information could help, and what kind of information a client may want a practitioner to know about him. In terms of "checklist" attributes, these concepts relate "client movement state" to "information questions," "helping information utilities," and "expert questions." "Client movement state" was a concept that received a relatively high disagreeing response from practitioners, and the additional relatively high frequency of cognitive responses indicates that this approach to client situations is not generally comfortable for practitioners. (Sentences #68-72, 185-188, 203-208)

* Agency practitioners had more difficulty than librarians with the idea that some problems have no absolute solution and that the client is the sole judge on whether a situation he is in is solvable. This paragraph, "A solution isn't the only kind of resolution" was also disagreed with relatively frequently by both sub-samples. Some difference between sub-samples is to be expected, however, since agency practitioners focus on solving client situations whereas library practitioners focus on the delivery of information, leaving the resolution of the situation to the client. (Sentences #52-57)

Summary and conclusions

The central purpose of this chapter is to assess how well practitioners can cope with the client-in-situation approach by examining their reactions to the "citizen's handbook." The results from this chapter will be combined with those from other analytic chapters to form an overall portrait of information practitioner ability to cope with the approach. In particular, the "citizen's handbook" section of the questionnaire asked practitioners to indicate five different types of reactions. These reaction types provide additional understanding of practitioners and also suggest how training of practitioners on using the client-in-situation approach can be done more effectively.

For example, "agreeing" responses identify concepts that can be used as entry points in communicating the client-in-situation approach. "Disagreeing" responses indicate points at which communication with practitioners may be directly blocked. "Questioning," "re-reading," and "thinking" responses are each indications that practitioners stopped to inform themselves. These last responses suggest that fuller explanation may be needed for training to be effective.

To elicit these five types of response, practitioners were given the 12-page text of a "citizen's handbook." The "handbook" was a set of instructions to a hypothetical "citizen" on how he might more effectively cope with his situation. The suggestions in the "handbook" were derived from the findings of the Phase I study of citizens. The practitioner was asked to read the "handbook" and to mark with a slash (/) any point at which he stopped and to indicate the reason for stopping: /A = stopped to agree, /D = stopped to disagree, /? = stopped to question, /R = stopped to re-read, and /T = stopped to think.

Three methods of analyzing the data were used:

The modal sentence-by-sentence response
This analysis focused on the most frequent reaction type for each sentence of the "handbook." The results were used to amplify results from the following two methods of presentation.

The twenty sentences with the highest number of responses for each reaction type
In this analysis, the focus was on the sentence as the unit of analysis. The question was which sentences received the most frequent agreeing, disagreeing, questioning, re-reading, or thinking responses.

Graphed presentations of paragraph averages for each reaction type
In this analysis, the focus was on the paragraph as the unit of analysis. The question, for each reaction type, was how did the level of response change as the practitioners moved through the "handbook."

The findings from these analyses are summarized below in terms of the major themes which emerged from the data.

* The modal response to the "citizen's handbook" was agreeing. Reactions throughout the "handbook" indicated a relatively high frequency of agreeing responses as opposed to disagreeing, questioning, re-reading, and thinking. For 192 of the 222 sentences in the "handbook," agreeing was the modal response. In general, then, the results suggested that the practitioners can accept the client-in-situation concepts even though many of these concepts are unfamiliar and some are in conflict with present service philosophies.

* The practitioners readily agreed with the idea that citizens face an ever-changing complex of troublesome situations. Amongst the strongest agreement patterns were responses that indicated that the practitioners agreed that citizens face a lot of everyday concerns and that these concerns change frequently as time passes. They also agreed that different everyday concerns require different approaches. The pattern

of agreement to these ideas was so strong that it suggests that these ideas are useful entry points for training practitioners in the use of the client-in-situation approach. Despite the high level of agreement, results also showed practitioners frequently giving cognitive responses (e.g. thinking, re-reading, or questioning) to the portions of the "handbook" that presented these ideas. Thus, the results suggest that the practitioners need to spend time in informing activities vis-a-vis these concepts.

* The practitioners also agreed readily that citizens should seek outside help. As would be expected, the practitioners indicated high agreement that getting outside help is a useful approach to situation-facing. When combined with the high agreement on the notion that citizens face many troublesome situations, the results suggest that the practitioners are both aware of citizen need and of their potential role in helping citizens meet their troublesome situations. This may be an appeal that is useful in training.

* The practitioners did not agree, however, that the citizen should be in control of his own situation. In a number of ways, the practitioners indicated their disagreement or difficulty with the notion that only the client can control his own situation. Thus, among the most frequent disagreeing responses were those to portions of the "handbook" that suggested that only the client can judge what kind of situation he is in or what kind of resolution he wants. The practitioner also disagreed with statements suggesting that the client can control the interaction with the practitioner. Interestingly, the practitioners agreed, however, that clients could make their interactions with practitioners more helpful if they would formulate their questions in advance. These concepts were also ones to which practitioners gave more frequent cognitive responses. Thus, in general, the practitioners showed a lack of acceptance as well as some confusion about some of the core notions of the client-in-situation approach. They also gave some cues of the kind of "double-bind" that some citizens in the citizen study complained about. On the one hand, the practitioners want citizens to be organized when they contact practitioners. On the other, the practitioners don't feel that citizens should have control in the client-practitioner interaction and, further, don't feel the citizen has the right to evaluate his own situation. These findings are not unexpected given the normative service model within which most practitioners operate. Within that model the practitioner has the responsibility for controlling the client-practitioner interaction and the responsibility, as a professional, for analyzing the client's problem and offering a "correct" solution. These

results suggest that in training practitioners on the use of the client-in-situation approach the notion of client control may require not only cognitive approaches but motivational ones as well.

* The practitioners were ambivalent about the notion that the client must make his own sense. The practitioners gave an interesting pattern of responses to those portions of the "handbook" that focused on the client's need to make his own sense out of his situation. On the one hand, they frequently agreed that the client must make his own sense and in doing so needs to focus on more than objective information. On the other hand, the practitioners frequently disagreed with statements that suggested that factual information may not be needed. Further, they gave frequent cognitve responses to statements that focused on citizen sense-making and, in particular, to references that citizens need to make internal sense and that objective information can not be helpful without that sense. In general, then, the practitioners showed the expected response to notions of the role of information in sense-making. The results indicate a need for both cognitive as well as motivational training on the concept of individual sense-making which is so central to the client-in-situation approach. In particular, the practitioners' responses reflected the conflict of that concept with the normative approach which focuses on the objective reality of the situation and not on the client's personal reality.

* The practitioners were ambivalent about the concept of changing situationality. The same kind of ambivalent pattern emerged from "handbook" responses to statements focusing on the changing nature of both situations and citizen perceptions of situations. On the one hand, the practitioners agreed that citizens may change their views of their situations as time passes. On the other hand, they disagreed with statements that suggested that situations are not static. And, they gave high cognitive responses to a number of statements that suggested that both situations and citizen views change as time passes. Change is a central concept of the client-in-situation approach, and these results suggest a need for emphasis to be placed on this concept in training.

* The practitioners had difficulty with the concept of varying situational paths. A number of sections in the "handbook" suggested that citizens might take varying approaches to their situations depending on how they saw themselves moving and where they wanted to go. Generally, practitioners indicated agreement with the notion that different situations require different approaches. However, when the "handbook" text got down to specifics, the practitioners indicated that they had more difficulty by increased

disagreeing and cognitive responses. Thus, the practitioners indicated frequent disagreement and cognitve responses for an explanation of situations as being better identified in terms of how they stop movement than with more traditional topic focus identifiers. They also gave frequent cognitive responses and sometimes disagreeing responses to "handbook" explanations of how citizens in different situations might well use different strategies, seek different information, want practitioners to respond differently, and evaluate information differently. Thus, while the practitioners seemed to accept the notion of differing situational paths, when it came down to specifying specific paths, they more frequently disagreed and indicated a need to spend more time informing themselves. While the data suggested that a sub-group of agency practitioners gave more frequent agreeing responses to explanations of situational paths, the cognitive responses were common across all practitioners and the disagreeing responses held for library practitioners and most of the agency practitioners.

* The practitioners were ambivalent about the concept of relativistic resolutions. In the client-in-situation approach, a relativistic approach is taken to the concept of resolutions. The citizen is seen as the judge. Some situations may not have resolutions. Different situations may have different kinds of resolutions. In the sections of the "handbook" which focused on these notions, the practitioners gave both more frequent disagreeing and cognitive responses. This is not an unexpected finding from respondents who work primarily within traditional systems where emphasis is placed on the delivery of particular solutions. Results indicated that this pattern of response was somewhat more marked for agency practitioners than library practitioners. Again, this is not unexpected in that agency practitioners are often in the business of delivering solutions while library practitioners are in the business of delivering information that is seen as leading to solutions.

* The practitioners were against non-cognitive approaches. The findings showed that the practitioners were emphatic in their reactions to non-cognitive approaches to situation-facing. Thus, they disagreed when the "handbook" suggested that citizens might take emotional or interpersonal approaches to their situations, that objective information is not always useful, and that decision-making isn't always best. They also gave relatively high cognitive responses to portions of the "handbook" that made these points. In addition, they gave high cognitive responses to "handbook"

passages that suggested that the opinions of people are among the kinds of non-objective "informations" that citizens might want to seek. In general, then, the practitioners saw cognitive approaches as better and differentiated them from non-cognitive approaches. The pattern of response also suggested that the practitioners felt that information-seeking is primarily a rational activity associated with cognitive approaches and not associated with other approaches.

* The practitioners agreed that the client-practitioner interaction is difficult. The practitioners showed high agreement to "handbook" statements that suggested that the practitioner-client interaction is difficult and that the client may have trouble understanding the practitioner. They also agreed that the process itself should be informing; however, in the context of the findings above, it is safe to assume that what the practitioners meant by informing was the acquisition of objective information or an approved solution.

* The library and agency practitioners had similar reactions to the "citizen's handbook." The portrait presented by both sub-samples was essentially the same. The practitioners responded in terms of normative approaches where the client is seen as coming to get help from a practitioner to solve a problem and, in the process, to seek objective information. The practitioner, as a professional, judges the "true" nature of the problem and assesses what would be the "best" solution. While both sub-samples presented this kind of portrait through their responses, the library respondents presented a more normative portrait and the agency respondents showed more acceptance of situationality and the client-in-situation approach. The agency respondents also showed a greater magnitude of response.

Table 10-2

Record of the modal sentence by sentence response[a] to the "citizen's handbook" across the practitioner samples.

TEXT	MODAL RESPONSE[a]			MODAL/TOTAL PERCENTAGES[b] OF PRACTITIONERS[d]		
	L	A	T[c]	LIBRARY	AGENCY	TOTAL
/1/ CITIZEN'S HANDBOOK	-	T	T	0/0	.7/.7	.4/.4
/2/ Living in our highly technological society is often very difficult.	A	A	A	50/56	55/63	52/60
/3/ The average citizen has many everyday concerns to cope with -- housing, getting along with other people, consumer issues, education, legal problems, and so on.	A	A	A	40/47	40/45	40/46
/4/ This CITIZEN'S HANDBOOK is designed to help you as you go about trying to cope with your everyday problems.	T	T	T	2/6	7/20	5/13
/5/ The first helpful thing to know about everyday problems is that you are not alone.	A	A	A	42/48	45/57	44/53
/6/ Virtually every citizen always has at least two or three everyday concerns.	A	A	A	15/27	13/28	14/28
/7/ In addition, the combination of these concerns constantly changes.	A	A	A	12/22	13/28	13/26
/8/ Both your own actions and thoughts as well as outside events affect the nature of your life situations.	A	A	A	22/29	19/37	20/33
/9/ Today's problem may be gone tomorrow.	A	A	A	10/23	8/21	9/22
/10/ But tomorrow will bring new problems.	A	A	A	30/37	28/43	29/40
/11/ The second helpful thing to know	A	A	A	14/47	16/53	15/50

(continued)

Table 10-2 (continued)

TEXT	MODAL RESPONSE[a]			MODAL/TOTAL PERCENTAGES[b] OF PRACTITIONERS[d]		
	L	A	T[c]	LIBRARY	AGENCY	TOTAL
is that there are no right or wrong problems.						
/12/ And, there are no right or wrong solutions.	D	D	D	18/42	25/54	22/48
/13/ Some other person may not see your situation as a problem.	A	A	A	18/22	26/31	22/27
/14/ Or, you may know people in situations like your own that don't seem to have the same problems you do.	A	A	A	13/22	17/23	15/22
/15/ But you are unique -- a different person in a different complex of situations.	A	A	A	15/25	20/32	18/29
/16/ Only you can judge what is troublesome to you.	A	A	A	15/24	19/33	17/29
/17/ Only you can judge what will be helpful to you.	D	D	D	18/40	26/58	23/49
/18/ WHAT KIND OF PROBLEM DO YOU HAVE?	T	T	T	.8/.8	.7/.7	.8/.8
/19/ Problems are bound into situations.	A	R	A	7/21	9/29	8/25
/20/ It may be helpful for you to think of a problem as something which stops you from progressing - from moving in the direction you desire.	A	A	A	14/30	20/39	17/35
/21/ This is an unusual way of looking at problems.	D	D	D	11/28	14/28	12/28
/22/ Usually people ask you: "What kind of problem do you have?	D	A	A	2/4	5/10	3/7
/23/ A housing problem?	-	D	D	0/0	2/3	1/2
/24/ A family problem?	-	DT	DT	0/0	1/4	.8/2
/25/ A consumer problem?"	DR	A	A	.8/2	4/10	2/7

(continued)

Table 10-2 (continued)

TEXT	MODAL RESPONSE[a]			MODAL/TOTAL PERCENTAGES[b] OF PRACTITIONERS[d]		
	L	A	T[c]	LIBRARY	AGENCY	TOTAL
/26/ These questions emphasize the topic of the problem.	A	A	A	6/10	9/16	8/13
/27/ Concentrating on the topic of the problem is useful in some ways.	A	A	A	12/16	12/19	12/17
/28/ For example, libraries and Yellow Pages are organized this way.	A	AT	A	6/14	3/9	4/12
/29/ So, if you want a book that deals with your situation or if you want to contact an expert, you need to focus on the topic of your problem.	A	A	A	12/18	12/20	12/19
/30/ The topic, however, has little to do with why you have a problem.	T	A	A	13/51	23/60	15/56
/31/ You have a problem because for some reason you can't keep moving in a straight path.	D	D	D	17/35	17/46	17/41
/32/ This inability to move in a straight path may take on several forms.	?T	A	A	2/5	6/12	4/9
/33/ You may have too many paths that you can take and need to choose among them.	A	A	A	8/14	15/21	12/18
/34/ This is a common kind of problem, often called a decision.	A	A	A	8/13	11/18	10/16
/35/ Or, it may be that you haven't any paths -- things are out of control.	A	A	A	5/13	12/26	9/20
/36/ There doesn't seem to be any way you can predict what's going to happen and you are worried.	D	A	A	5/12	9/16	7/20
/37/ Or, it may be that you know what path you want to take, what you want to do, but something	A	A	A	14/22	25/34	20/28

(continued)

Table 10-2 (continued)

TEXT	MODAL RESPONSE[a]			MODAL/TOTAL PERCENTAGES[b] OF PRACTITIONERS[d]		
	L	A	T[c]	LIBRARY	AGENCY	TOTAL
is blocking your way.						
/38/ You may be in a situation where you feel there is nothing you can do and you will have to be satisfied with the way things turn out.	A	A	A	12/25	13/31	12/28
/39/ Or, you may be in a situation where you want to get informed about something -- you want facts, details, understanding, a new way of thinking.	A	A	A	12/13	18/21	15/17
/40/ Sometimes you may find yourself in more than one of these types of situations at one time.	A	A	A	9/12	21/25	16/19
/41/ Or, you may find yourself moving from one to another.	A	A	A	8/14	16/27	12/21
/42/ What's important about these descriptions of different kinds of problems is that they are different ways of looking at situations.	A	A	A	18/25	17/30	17/28
/43/ Many experts tell you that you should look at your situation as a decision.	?	?	?	14/32	12/34	13/33
/44/ But the descriptions above suggest other ways.	?	?	?	2/5	6/12	4/9
/45/ one helpful thing you can do is to try to change your way of looking at your situation.	A	A	A	22/35	29/52	26/44
/46/ It's also important to	A	A	A	36/47	33/52	34/49

(continued)

Table 10-2 (continued)

TEXT	MODAL RESPONSE[a]			MODAL/TOTAL PERCENTAGES[b] OF PRACTITIONERS[d]		
	L	A	T[c]	LIBRARY	AGENCY	TOTAL
emphasize that not all problems have solutions.	D	A	AD	7/13	8/24	6/19
/47/ Looking at problems that way may just make you unnecessarily upset.	A	A	A	6/11	9/17	8/14
/48/ There are situations which you may see as completely unsolvable.	A	A	A	11/14	20/23	16/19
/49/ This doesn't mean, however, that you can't do anything.	A	A	A	7/8	11/15	9/12
/50/ There are many things you can do.	A	A	A	2/3	4/7	3/5
/51/ Some possibilities are outlined below.						
/52/ A SOLUTION ISN'T THE ONLY KIND OF RESOLUTION	?	R	R	.8/.8	1/3	.8/2
/53/ There's a lot of talk about solving problems.	A	A	A	4/4	5/6	5/5
/54/ Yet, we all know there are some problems that simply cannot be solved in any absolute sense.	A	A	A	13/17	23/34	19/26
/55/ Getting along with people is one of these.	A	A	A	7/13	15/23	11/18
/56/ There are many others.	A	A	A	2/2	4/9	3/6
/57/ No one but you can judge in any final sense whether a situation you are in is solvable.	D	D	D	12/25	18/36	15/31
/58/ There are a lot of different reasons people give for situations not being solvable.	A	A	A	7/8	11/15	9/12
/59/ If you're in a situation that isn't solved, you might ask yourself why.	A	A	A	4/4	7/13	6/9

(continued)

Table 10-2 (continued)

TEXT	MODAL RESPONSE[a]			MODAL/TOTAL PERCENTAGES[b] OF PRACTITIONERS[d]		
	L	A	T[c]	LIBRARY	AGENCY	TOTAL
/60/ Is it because there is no possible solution?	AD	D	D	.8/2	4/7	3/5
/61/ Is the situation outside of your control?	A	A	A	2/2	3/6	3/4
/62/ Do you lack resources?	A	A	A	2/2	2/4	2/3
/63/ motivation?	A	A	A	.8/.8	4/6	2/3
/64/ information?	A	A	A	2/2	2/4	2/3
/65/ time?	A	A	A	2/2	3/6	3/4
/66/ Is someone or something acting as a barrier?	A	A	A	2/2	4/7	3/5
/67/ Is the situation too big and too complex?	A	A	A	6/10	11/26	9/19
/68/ If you conclude that there is no possible solution, there are other things you can work for.	A	A	A	3/7	10/19	7/14
/69/ You might work on getting control of yourself and your emotions.	A	A	A	15/19	15/23	15/21
/70/ Or, you might try to clarify and understand the situation.	A	A	A	17/18	22/26	20/23
/71/ Or, you might seek social support and agreement from other people to help you through the situation.	A	A	A	10/15	20/25	16/20
/72/ All these possibilities would be more helpful in a worry situation where you don't have control than trying to find alternative actions when deep down you feel there aren't any alternatives.	R	A	A	17/44	19/55	17/50

(continued)

Table 10-2 (continued)

TEXT	MODAL RESPONSE[a]			MODAL/TOTAL PERCENTAGES[b] OF PRACTITIONERS[d]		
	L	A	T[c]	LIBRARY	AGENCY	TOTAL
/73/ You might want to look for cues to help you judge whether your situation is unsolvable.	A	A	A	4/11	8/20	6/16
/74/ One good one is how many other people are involved and how they are involved.	A	A	A	7/11	12/23	9/17
/75/ When other people are involved in your situation, their involvement puts constraints on you -- you can't move as freely.	A	A	A	16/23	20/38	18/31
/76/ If the other people are actually standing in your way -- acting as barriers -- you will have even less control.	A	A	A	11/17	14/24	12/21
/77/ If the other people are in control of the resources, you probably can't solve your situation without their cooperation.	A	A	A	12/17	20/39	17/29
/78/ This does not mean that you can't solve these situations.	A	A	A	4/6	8/9	6/8
/79/ It means that doing so involves dealing with these people.	A	A	A	5/6	19/25	12/16
/80/ If you find that impossible, it may mean accepting your situation as unsolvable and looking for other things you can do that will help you.	A	A	A	10/20	15/36	13/28
/81/ SIMPLIFYING ISN'T NECESSARILY BEST	-	A	A	0/0	1/2	.8/1
/82/ Often you hear people say	A	A	A	8/15	17/26	13/21

(continued)

Table 10-2 (continued)

TEXT	MODAL RESPONSE[a]			MODAL/TOTAL PERCENTAGES OF PRACTITIONERS[b][d]		
	L	A	T[c]	LIBRARY	AGENCY	TOTAL
that the way to cope with a problem is to simplify it -- somehow reduce it to its basic parts.	A	A	A	11/15	23/31	17/24
/83/ Yet, just about any troublesome situation is probably tied in with one or more other situations.	A	A	A	11/16	12/17	11/17
/84/ Often, your situation has consequences for the future.	A	A	A	3/12	8/19	6/16
/85/ These connections between a troublesome situation and other events are realistic.	?	?	?	8/20	9/28	9/24
/86/ Most people report such connections.	T	R	R	3/8	7/13	4/11
/87/ One would think that these connections make a situation harder to get at the heart of.	A	A	A	7/17	18/24	13/21
/88/ Sometimes this is true -- the more a situation is tied in with other events, the harder it is to get at the heart of.	R	A	A	7/22	19/32	12/27
/89/ But, for some situations, the more connections you see, the clearer the situation becomes and the easier it is to get at the heart of.	A	A	A	13/27	28/39	21/34
/90/ If you're stuck on a troublesome situation, you might try looking at how it is connected with other events.	?	A	A?	.8/.8	.7/.7	.4/.8
/91/ HOW TO DEAL WITH YOUR SITUATION	D	D	D	18/26	20/34	19/30
/92/ There's no right way to deal						

(continued)

Table 10-2 (continued)

TEXT	MODAL RESPONSE[a]			MODAL/TOTAL PERCENTAGES[b] OF PRACTITIONERS[d]		
	I	A	T[c]	LIBRARY	AGENCY	TOTAL
with a troublesome situation.						
/93/ Its characteristics change too fast.	D	D	D	2/5	7/13	5/9
/94/ Your own thoughts about the situation change.	A	A	A	8/9	11/12	10/11
/95/ Some helpful things seem to happen just by accident.	A	A	A	9/10	11/19	10/15
/96/ You happen to run into someone who can help.	A	A	A	3/4	9/12	6/8
/97/ You run across a piece of useful information.	A	A	A	7/7	9/10	8/9
/98/ You suddenly understand something you didn't before.	A	A	A	8/10	17/17	13/14
/99/ Sometimes, you may want to take a less active role in dealing with your problem -- put it out of mind or just observe for a while.	A	A	A	24/28	26/34	25/31
/100/ When you do take an active role, there are some alternatives that are helpful and don't necessarily come naturally.	A	A	A	4/7	[illegible]2/20	8/14
/101/ One is the need to focus on yourself -- your own behavior and your ideas, thoughts, and emotions.	A	A	A	13/20	26/31	20/26
/102/ If you are going to get a handle on your situation, you need to understand and make sense out of it in your own mind.	A	A	A	22/27	28/31	25/29
/103/ This suggestion contradicts some advice that says you ought	R	D	D?	6/16	7/20	5/18

(continued)

Table 10-2 (continued)

TEXT	MODAL RESPONSE[a]			MODAL/TOTAL PERCENTAGES[b] OF PRACTITIONERS[d]		
	L	A	T[c]	LIBRARY	AGENCY	TOTAL
to collect information and weigh possibilities.	A	A	A	9/12	15/17	12/15
/104/ But, you need time to understand the impact of events on you personally.	A	A	A	14/20	30/39	23/30
/105/ It's not selfish, it's necessary.	A	A	A	7/14	16/19	12/17
/106/ Another thing you can do that doesn't come naturally is to try a number of different approaches in dealing with your situation.	A	A	A	7/11	11/17	9/14
/107/ Many of us think we ought to use a knowledge approach, like reading something or getting information.	A	A	A	6/9	6/17	6/13
/108/ Many experts tell us we ought to take a decision approach and eliminate and compare alternatives.	A	A	A	2/3	7/8	4/6
/109/ Yet, there are a number of other ways to approach situations.	AD	A	A	5/11	8/14	7/12
/110/ You can take an interpersonal approach -- talking to others, complaining.	D	D	D	14/18	17/27	16/23
/111/ Or, you can take an emotional approach -- getting emotional and angry and constantly worrying about the situation.	A	A	A	10/14	17/20	14/17
/112/ You can also take a getting-someone-to-help approach -- asking for advice or assistance.	A	A	A	7/19	17/31	12/25
/113/ Or, you can take an in-your-head approach -- thinking about the situation and						

(continued)

Table 10-2 (continued)

TEXT	MODAL RESPONSE[a]			MODAL/TOTAL PERCENTAGES[b] OF PRACTITIONERS[d]		
	L	A	T[c]	LIBRARY	AGENCY	TOTAL
trying to change your view of it.						
/114/ One thing that is useful is to try more approaches.	A	A	A	12/16	17/23	15/19
/115/ If you are stuck on one approach, it might be helpful to try another.	A	A	A	15/15	26/27	21/21
/116/ Another thing that is useful is to try to fit the approach you are using to your picture of the situation.	A	A	A	7/9	11/20	9/15
/117/ Chances are if you are in a situation in which you see yourself as worried and out of control, it will be helpful to talk to other people, complain, and get angry.	D	D	D	13/23	19/34	16/29
/118/ If you are trying to get around an obstacle (like a bureaucracy), it may be more helpful to get outside help.	A	A	A	17/25	37/45	28/36
/119/ It's important to know, however, that complaining to others and getting angry or emotional are't the most useful approaches, even though they are often used.	A	A	A	32/37	35/46	34/42
/120/ Some of the least used approaches for dealing with situations are often judged later as being the most helpful.	R	A	A	5/12	7/15	5/13
/121/ One example is changing your	A	A	A	11/16	15/23	13/20

(continued)

Table 10-2 (continued)

TEXT	MODAL RESPONSE[a] L	A	T[c]	MODAL/TOTAL PERCENTAGES[b] OF PRACTITIONERS[d] LIBRARY	AGENCY	TOTAL
view of the situation.						
/122/ People find that very helpful but don't often use it.	D	A	A	5/9	13/17	9/14
/123/ Another is getting outside help.	A	A	A	8/8	21/25	15/17
/124/ How do you judge whether something you did was helpful?	RT	T	T	.8/2	2/4	2/3
/125/ You can ask how it helped.	R?	AT	A?	.8/2	1/4	.8/3
/126/ Did you make progress?	-	A	A	0/0	5/8	3/4
/127/ Did you get social support and reassurance?	A?	A	A	.8/2	4/6	3/4
/128/ Did you gain self-control?	-	A	A	0/0	3/4	2/2
/129/ Did things become clearer?	A	A	A	.8/.8	6/7	3/4
/130/ Were you better able to plan?	AD	A	A	.8/2	5/8	3/5
/131/ Each of these is a legitimate outcome and a way of judging whether something was helpful.	A	A	A	6/6	7/11	7/9
/132/ It is important to note that while each of these outcomes can be helpful, some of them have little to do with solving situations in any traditional sense of solution.	AR	A	A	6/21	15/33	10/27
/133/ While you are working your way through your situation, should also recall that both the situation and your view of the situation will change.	A	A	A	8/10	15/23	12/17
/134/ This means that what may be useful at one time may not be useful at	A	A	A	12/12	14/17	13/15

(continued)

Table 10-2 (conintued)

TEXT	MODAL RESPONSE[a]			MODAL/TOTAL PERCENTAGES OF PRACTITIONERS[b][d]		
	L	A	T[c]	LIBRARY	AGENCY	TOTAL
another. /135/ No one approach will work for all situations or all points in time.	A	A	A	26/29	42/44	34/37
/136/ WHAT ABOUT INFORMATION?	-	-	-	0/0	0/0	0/0
/137/ There's no doubt that you need to learn things or come to understand them in order to deal with troublesome situations.	A	A	A	11/14	18/22	15/18
/138/ You need to make sense out of your situation in order to know what to do.	A	A	A	11/12	19/22	15/17
/139/ But should you collect factual information?	A	A	A	2/4	3/5	2/5
/140/ Not necessarily.	D	D	D	3/8	10/19	7/14
/141/ It depends on what kind of sense you are looking for or need.	A	?	A	7/10	7/20	6/16
/142/ If you take the position that information is anything that is informing to *you* -- anything that helps *you* make sen[illegible] -- then you may want to get [illegible]rmation on how other people feel or think.	A	A	A	9/17	15/28	12/23
/143/ Or, you may want to focus on the information you already have in your head and re-organize it to get a new view of your situation.	A	A	A	3/6	10/17	7/12
/144/ You may want to get information -- such as the information presented in this HANDBOOK -- on	AD	A	A	2/9	7/12	5/11

(continued)

Table 10-2 (continued)

TEXT	MODAL RESPONSE[a]			MODAL/TOTAL PERCENTAGES OF PRACTITIONERS[b][d]		
	L	A	T[c]	LIBRARY	AGENCY	TOTAL
procedures for coping with your situation. /145/ It is likely that at some point in dealing with a troublesome situation you will deal with several different kinds of information.	A	A	A	12/19	20/30	17/25
/146/ In all cases, being informed means that you make sense of what's going on and what you've heard or read.	A	A	A	10/17	14/30	12/24
/147/ If you don't have this opportunity to make internal sense, then whatever information you find will not be helpful.	A	A	A	11/21	12/33	11/27
/148/ Also, you cannot assume that when you are talking to others they will give you this chance to make internal sense.	A	A	A	8/16	14/25	11/21
/149/ You may have to plan to do things that will help you make sense.	A	A	A	2/6	7/10	5/8
/150/ One way would be to plan what questions you want to ask someone who is helping you rather than letting the helper take the lead.	A	A	A	17/30	33/45	25/38
/151/ No matter what kind of sense you are looking for, it's important to realize that stopping in the middle of a situation to	A	A	A	15/24	18/31	17/28

(continued)

Table 10-2 (continued)

TEXT	MODAL RESPONSE[a]			MODAL/TOTAL PERCENTAGES[b] OF PRACTITIONERS[d]		
	L	A	T[c]	LIBRARY	AGENCY	TOTAL
get informed is not easy.	D	A	A	5/8	5/7	4/8
/152/ It doesn't come naturally.	AD	D	D	5/12	5/15	5/14
/153/ You might even think of getting "information" as a detour.	?	?	?	4/7	8/16	6/12
/154/ For some reason you can't keep going in a straight path without getting a new kind of sense.	A	A	A	6/9	9/15	8/12
/155/ This detour is often made harder in our society by the emphasis placed on facts.	A	A	A	7/10	16/23	12/17
/156/ There are some situations where you may well feel that the last thing you need would be more facts.	A	A	A	10/21	23/36	17/29
/157/ And even when you do find relevant facts, they will not be useful unless you can fit them into your internal sense.	-	AT	AT	0/0	.7/1	.4/.8
/158/ What kinds of information can you go about finding?	D	AD	D	2/5	3/10	3/8
/159/ Usually, people ask you whether you want this fact or that one.	A	A	A	10/12	18/28	14/21
/160/ Actually, though, the kind of information you want to find will depend on where you are in your situation and where you see yourself going.	?	?	?	3/6	7/12	5/9
/161/ You may want to locate yourself or others in time and space.						

(continued)

Table 10-2 (continued)

TEXT	MODAL RESPONSE[a]			MODAL/TOTAL PERCENTAGES[b] OF PRACTITIONERS[d]		
	L	A	T[c]	LIBRARY	AGENCY	TOTAL
/162/ How can you find people?	-	A?	A?	0/0	1/3	.8/2
/163/ When should you do things?	-	A?	A?	0/0	.7/1	.4/.8
/164/ You may want to learn the reasons, causes, underlying motives, and history of your situation.	A	A	A	2/4	5/9	4/7
/165/ Why did things happen?	R	A	A	.8/.8	1/3	.8/2
/166/ What caused them?	-	AR	DR	0/0	.7/2	.4/1
/167/ What were the motives?	-	A	A	0/0	2/3	1/2
/168/ You may want to assess the situation or system.	A	A	A	2/2	3/4	2/3
/169/ What's your situation like?	-	A	A	0/0	4/4	2/2
/170/ What resources are available?	-	A	A	0/0	4/4	2/2
/171/ What are the rules?	-	A	A	0/0	2/4	1/2
/172/ You may want to know what others think.	A	A	A	2/2	2/4	2/3
/173/ What are other ideas?	-	A	A	0/0	2/3	1/2
/174/ Do others agree?	-	A	A	0/0	1/2	.8/1
/175/ You may want to learn other possibilities.	A	A	A	2/2	4/6	3/4
/176/ What alternatives are best for you?	-	A	A	0/0	6/7	3/3
/177/ You may want to learn about procedures for doing things.	AR	A	A	2/5	8/9	5/7
/178/ How can you think about this situation?	RT	A	A	.8/2	2/2	1/2
/179/ How can you do something?	A	A	A	2/4	9/15	6/10
/180/ Each of these is a good question to ask.	A	A	A	2/2	6/7	4/5
/181/ However, some are questions for which books	A	A	A	10/11	10/12	10/12

(continued)

Table 10-2 (continued)

TEXT	MODAL RESPONSE[a]			MODAL/TOTAL PERCENTAGES[b] OF PRACTITIONERS[d]		
	L	A	T[c]	LIBRARY	AGENCY	TOTAL
and experts have no answers.						
/182/ They are not all factual questions.	A	A	A	2/3	3/4	3/4
/183/ Sometimes this is hard to understand.	AD	A	A	.8/2	4/7	2/4
/184/ Facts or objective information are not the only kind of information you need in order to cope.	A	A	A	22/25	28/39	25/32
/185/ If you're in a decision situation, you will probably want to focus more on the different possibilities so you can make progress toward a decision that fits you well.	A	A	A	7/8	18/21	13/15
/186/ If you're in a worry situation, you will probably want to focus more on figuring out the situation and system so you can predict and understand it better.	A	A	A	7/12	11/23	9/18
/187/ If you are trying to get around a barrier, you will probably want to focus more on procedures so you can learn how to do it.	A	A	A	6/10	14/17	10/14
/188/ If you are in an unsolvable situation, you will probably want to focus more on reasons, causes, underlying	A	A	A	11/22	23/42	17/33

(continued)

Table 10-2 (continued)

TEXT	MODAL RESPONSE[a]			MODAL/TOTAL PERCENTAGES[b] OF PRACTITIONERS[d]		
	L	A	T[c]	LIBRARY	AGENCY	TOTAL
motives, and history so you can understand why things are happening.						
/189/ SHOULD YOU GET OUTSIDE HELP?	-	R	R	0/0	.7/.7	.4/.4
/190/ It depends.	A	A	A	2/2	2/4	2/3
/191/ Getting outside help is frequently named as a useful way of dealing with troublesome situations.	AD	A	A	2/4	8/9	5/7
/192/ It's important, though, to choose whom you go to carefully.	A	A	A	17/18	26/28	22/24
/193/ One of the difficulties in getting outside help -- whether from friends or experts -- is that the helper is not necessarily going to hear your problem the same way you mean to explain it.	A	A	A	31/32	44/46	38/40
/194/ While you may be thinking of a worry in which you need more self control, the helper may be thinking of a decision in which you should be getting a solution.	A	A	A	9/17	20/23	15/20
/195/ When you and your helper have different pictures of what the situation is like and what you want to do, you may end up getting no help and getting more confused.	A	A	A	18/20	33/41	26/31

(continued)

Table 10-2 (continued)

TEXT	MODAL RESPONSE[a]			MODAL/TOTAL PERCENTAGES OF PRACTITIONERS[b][d]		
	L	A	T[c]	LIBRARY	AGENCY	TOTAL
/196/ When you decide to get outside help, it will probably be most successful if you decide in advance what you want to do and what you want the "helper" to do.	A	A	A	11/16	19/36	15/26
/197/ If you can tell the helper what kind of situation you see yourself in, things will probably go better.	A	A	A	6/7	19/23	13/16
/198/ You can't assume that even a professional helper will be skilled at reading your mind or seeing the world the way you do.	A	A	A	23/27	33/39	28/33
/199/ But what about when your problem is in a jumble, when you are confused, and really need someone to listen to your anger and your complaint?	RT	T	T	.8/2	3/4	2/3
/200/ Many people want this kind of help.	A	A	A	3/5	7/7	5/6
/201/ When you are seeking this kind of help, it will probably work best if you tell the helper this is what you want right from the start.	A	A	A	12/17	20/31	16/24
/202/ Otherwise, you may find the helper forcing you to get definite when you are not ready to be definite.	A	A	A	12/18	23/38	18/29

(continued)

Table 10-2 (continued)

TEXT	MODAL RESPONSE[a]			MODAL/TOTAL PERCENTAGES[b] OF PRACTITIONERS[d]		
	L	A	T[c]	LIBRARY	AGENCY	TOTAL
/203/ Thus, the first thing to do when you see a helper is to tell him what you want, even if it is just to wade through confusion.	A	A	A	17/22	31/42	24/33
/204/ You will also want to think of what the helper may need to know about you in order to be really helpful.	A	A	A	5/8	15/18	10/14
/205/ If you are trying to make a decision, you may want to tell the helper about you and your likes and dislikes so he can zero in on making a decision that fits you better.	A	A	A	4/6	15/26	10/17
/206/ If you are in a worry situation where you lack control, you may want to tell the helper about the restraints on you so he'll understand better why you see the situation as a worry.	A	A	A	5/10	18/26	12/19
/207/ If you are trying to get around an obstacle, you may want to tell the helper what you have tried already and why it didn't work so you won't have to go over ideas you've thought of already.	A	A	A	9/10	22/26	16/19
/208/ If you are just trying to be better informed about a situation, you may want to tell the helper how	A	A	A	14/17	28/33	22/25

(continued)

Table 10-2 (continued)

TEXT	MODAL RESPONSE[a]			MODAL/TOTAL PERCENTAGES[b] OF PRACTITIONERS[d]		
	L	A	T[c]	LIBRARY	AGENCY	TOTAL
you see the situation so the helper might offer new ways of looking at it.						
/209/ No matter for what reason you seek outside help and no matter from whom, the process of talking about your situation to someone else will probably be, in itself, informing.	A	A	A	26/29	31/36	29/33
/210/ You may find yourself solidifying your understanding.	A	A	A	9/11	15/20	12/16
/211/ Or, you may find yourself changing your view of your situation in mid-stream.	A	A	A	7/7	14/16	10/12
/212/ Most helpers probably can deal with the former -- helping you solidify your view.	AR	A	A	2/6	4/10	3/8
/213/ However, when you start to change your picture, you may find some helpers trying to make you return to your former view.	A	A	A	2/7	13/26	8/17
/214/ In such cases, you will want to hold your ground.	A	A	A	3/8	4/14	3/11
/215/ It is not unreasonable that you have changed your view.	A	A	A	3/5	7/10	5/8
/216/ In fact, it's often useful.	A	A	A	10/15	14/20	12/17
/217/ Most important is the notion	A	D	A	7/12	7/20	7/17

(continued)

Table 10-2 (continued)

TEXT	MODAL RESPONSE[a]			MODAL/TOTAL PERCENTAGES[b] OF PRACTITIONERS[d]		
	L	A	T[c]	LIBRARY	AGENCY	TOTAL
that you can take control of the situation when you go to a helper.	A	D	A	5/7	5/11	4/9
/218/ You can plan what you want.	A	A	A	8/18	9/23	9/21
/219/ If you find a helper asking you the wrong questions, you can guide the helper in the questions he asks you.	A	A	A	7/15	12/21	9/18
/220/ If you find a helper trying to reach for a definite solution when that's not what you want, you can tell him what kind of advice you are looking for.	A	A	A	3/3	3/3	3/3
/221/ You are, after all, the person with the problem.	A	D	A	11/20	16/36	12/29
/222/ You are the only one who really knows your situation and what will be helpful.						

[a] This table is derived from Table 10-1. It reports the modal sentence-by-sentence response to each sentence of the "citizen's handbook." What is listed, then, is the most frequent of the five responses that were possible (A, D, ?, R, T). Where two of the responses were most frequently used, a double symbol is listed. For example, for sentence #24, disagree and think about were the modal responses for both the agency sub-sample and the total practitioner sample. (See footnote a in Table 10-1.)

[b] The figures reported in these columns are the percentages of respondents who gave the modal response and the percentage of respondents who gave any of the five reactions to the sentence. These percentages are taken from Table 10-1. Percentages were rounded to the nearest whole number. The modal percentage is reported first; the total percentage second: Modal/Total.

(continued)

Table 10-2 (continued)

---

[c] L=library sub-sample; A=agency sub-sample; T=total practitioner sample (including both library and agency practitioners).

[d] See footnote b in Table 10-1 for an explanation of sample ns.

Table 10-3

The twenty sentences from the "citizen's handbook" that most frequentl
from the practitioner respondents.

SENTENCES	Per cent of practitio			
	LIBRARY			AGE
	Rank[c]	%A[d]	%T[c]	Ran
2) Living in a highly technological society is often very difficult.	1.0	50.2	55.8	1.
3) The average citizen has many everyday concerns to cope with -- housing, getting along with other people, consumer issues, education, legal problems, and so on.	3.0	40.0	46.7	5.
5) The first helpful thing to know about everyday problems is that you are not alone.	2.0	41.7	48.3	2.
8) Both your own actions and thoughts as well as outside events affect the nature of your life situations.	14.5	21.7	29.2	57.
10) But tomorrow will bring new problems.	7.0	30.0	37.5	19.
13) Some other person may not see your situation as a problem.	18.0	17.9	21.7	23.
17) Only you can judge what will be helpful to you.	19.5	17.5	40.0	31.
42) What's important about these descriptions of different kinds of problems is that they are different ways of looking at situations.	16.5	18.3	25.0	77.

Table 10-3

he "citizen's handbook" that most frequently received agreeing responses[a] ndents.

	Per cent of practitioners[b]								
	LIBRARY			AGENCY			TOTAL		
	Rank[c]	%A[d]	%T[c]	Rank[c]	%A[d]	%T[e]	Rank[c]	%A[d]	%T[e]
nological society .	1.0	50.2	55.8	1.0	54.7	63.5	1.0	52.5	59.9
many everyday – housing, getting , consumer issues, ms, and so on.	3.0	40.0	46.7	5.0	40.1	46.0	3.0	40.1	46.3
to know about at you are not	2.0	41.7	48.3	2.0	45.3	56.9	2.0	43.6	52.9
nd thoughts as affect the nature .	14.5	21.7	29.2	57.0	19.0	37.2	28.5	20.2	33.5
new problems.	7.0	30.0	37.5	19.5	27.7	43.1	8.5	28.8	40.5
ot see your	18.0	17.9	21.7	23.0	26.3	31.4	20.5	22.2	26.8
will be helpful	19.5	17.5	40.0	31.0	23.4	57.7	26.0	20.6	49.4
these descriptions roblems is that of looking at	16.5	18.3	25.0	77.0	16.8	29.9	38.5	17.5	27.6

(continued)

Table 10-3 (continued)

SENTENCES	Per cent of practitioner			
	LIBRARY			AGENCY
	Rank[c]	%A[d]	%T[e]	Rank[c]
45) One helpful thing you can do is to try to change your way of looking at your situation.	12.5	22.5	35.0	15.0
46) It's also important to emphasize that not all problems have solutions.	4.0	35.8	46.7	9.5
70) Or, you might try to clarify and understand the situation.	19.5	17.5	18.3	37.0
90) If you're stuck on a troublesome situation, you might try looking at how it is connected with other events.	36.0	13.3	27.5	17.0
99) Sometimes, you may want to take a less active role in dealing with your problem -- put it out of mind or just observe for a while.	10.0	24.2	28.3	23.0
102) If you are going to get a handle on your situation, you need to understand and make sense out of it in your own mind.	14.5	21.7	26.7	17.0
105) It's not selfish, it's necessary.	31.5	14.2	20.0	14.0
118) If you are trying to get around an obstacle (like a bureaucracy), it may be more helpful to get outside help.	19.5	17.5	25.0	6.0

Table 10-3 (continued)

	Per cent of practitioners[b]								
	LIBRARY			AGENCY			TOTAL		
	Rank[c]	%A[d]	%T[e]	Rank[c]	%A[d]	%T[e]	Rank[c]	%A[d]	%T[e]
ou can do is to try to looking at your	12.5	22.5	35.0	15.0	29.2	51.8	12.5	26.1	44.0
to emphasize that not olutions.	4.0	35.8	46.7	9.5	32.8	51.8	5.5	34.2	49.4
clarify and under-	19.5	17.5	18.3	37.0	21.9	26.3	30.5	19.8	22.6
troublesome try looking at how other events.	36.0	13.3	27.5	17.0	28.5	39.4	23.5	21.4	33.9
ant to take a less ng with your t of mind or just	10.0	24.2	28.3	23.0	26.3	34.3	15.5	25.3	31.5
get a handle on need to understand f it in your own	14.5	21.7	26.7	17.0	28.5	31.4	15.5	25.3	29.2
's necessary.	31.5	14.2	20.0	14.0	29.9	39.4	19.0	22.6	30.4
get around an eaucracy), it may be outside help.	19.5	17.5	25.0	6.0	37.2	45.3	11.0	28.0	35.8

(continued)

Table 10-3 (continued)

SENTENCES	Per cent of practitioners[b]				
	LIBRARY			AGENCY	
	Rank[c]	%A[d]	%T[e]	Rank[c]	%A
119) It's important to know, however, that complaining to others and getting angry or emotional aren't the most useful approaches, even though they are often used.	5.0	32.5	36.7	7.0	35
135) No one approach will work for all situations or all points in time.	8.5	25.8	29.2	4.0	41
150) One way would be to plan what questions you want to ask someone who is helping you rather than letting the helper take the lead.	20.5	16.7	30.0	9.5	32
184) Facts or objective information are not the only kind of information you need in order to cope.	12.5	22.5	25.0	19.5	27
192) It's important, though, to choose whom you go to carefully.	19.5	17.5	18.3	23.0	2
193) One of the difficulties in getting outside help -- whether from friends or experts -- is that the helper is not necessarily going to hear your problem the same way you mean to explain it.	6.0	30.8	32.5	3.0	4
195) When you and your helper have different pictures of what the situation is like and what you want to do, you may end up getting no help and getting more confused	16.5	18.3	20.0	9.5	3

Table 10-3 (continued)

	Per cent of practitioners[b]								
	LIBRARY			AGENCY			TOTAL		
	Rank[c]	%A[d]	%T[e]	Rank[c]	%A[d]	%T[e]	Rank[c]	%A[d]	%T[e]
, however, that and getting angry e most useful gh they are often	5.0	32.5	36.7	7.0	35.0	46.0	7.0	33.9	41.6
work for all nts in time.	8.5	25.8	29.2	4.0	41.6	44.5	5.5	34.2	37.4
lan what questions you ho is helping you he helper take the	20.5	16.7	30.0	9.5	32.8	45.3	15.5	25.3	38.1
formation are not rmation you need in	12.5	22.5	25.0	19.5	27.7	38.7	15.5	25.3	32.3
n, to choose whom	19.5	17.5	18.3	23.0	26.3	28.5	20.5	22.2	23.7
es in getting out- from friends or e helper is not hear your problem the explain it.	6.0	30.8	32.5	3.0	43.8	46.0	4.0	37.7	39.7
per have different situation is like do, you may end up etting more confused	16.5	18.3	20.0	9.5	32.8	40.9	12.5	26.1	31.1

(continued)

Table 10-3 (continued)

SENTENCES	Per cent of practitioners[b]				
	LIBRARY			AGENCY	
	Rank[c]	%A[d]	%T[e]	Rank[c]	%A[d]
198) You can't assume that even a professional helper will be skilled at reading your mind or seeing the world the way you do.	11.0	23.3	26.7	9.5	32.8
203) Thus, the first thing to do when you see a helper is to tell him what you want, even if it is just to wade through confusion.	20.5	16.7	22.5	13.0	30.7
208) If you are just trying to be better informed about a situation, you may want to tell the helper how you see the situation so the helper might offer new ways of looking at it.	31.5	14.2	16.7	17.0	28.5
209) No matter for what reason you seek outside help and no matter from whom, the process of talking about your situation to someone else will probably be, in itself, informing.	8.5	25.8	29.2	12.0	31.4
N (# of respondents)[b]	120	----	----	137	----

[a] This table is derived from Table 10-1. It lists the 20 sentences from the "h
the most agreeing responses from either the library sub-sample, the agency su

[b] In all, there were 267 practitioner respondents, 126 library and 141 agency.
respondents who did not complete the "citizen's handbook" section of the ques
The baseline ns for this table, then, are 257 total practitioner sample respo
137 agency.

Table 10-3 (continued)

	Per cent of practitioners[b]								
	LIBRARY			AGENCY			TOTAL		
	Rank[c]	%A[d]	%T[e]	Rank[c]	%A[d]	%T[e]	Rank[c]	%A[d]	%T[e]
t even a professional ed at reading your orld the way you do.	11.0	23.3	26.7	9.5	32.8	39.4	10.0	28.4	33.5
g to do when you see him what you want, o wade through	20.5	16.7	22.5	13.0	30.7	41.6	18.0	24.1	32.7
ng to be better tuation, you may want ow you see the per might offer new t.	31.5	14.2	16.7	17.0	28.5	32.8	22.0	21.8	25.3
eason you seek out- ter from whom, the bout your situation probably be, in	8.5	25.8	29.2	12.0	31.4	35.8	8.5	28.8	32.7
	120	----	----	137	----	----	257	----	----

om Table 10-1. It lists the 20 sentences from the "handbook" which received ses from either the library sub-sample, the agency sub-sample, or both.

ractitioner respondents, 126 library and 141 agency. For this analysis, 10 complete the "citizen's handbook" section of the questionnaire dropped out. table, then, are 257 total practitioner sample respondents, 120 library and

(continued)

Table 10-3 (continued)

---

[c] This column indicates the rank, with a rank of 1 indicating the sentence wit responses.

[d] This column indicates the percentage of respondents who agreed with the sente

[e] This column indicates the percentage of respondents who gave any of the five the sentence. To determine what percentage of all responses was allocated t divide %A by %T.

Table 10-3 (continued)

---

e rank, with a rank of 1 indicating the sentence with the most agreeing

e percentage of respondents who agreed with the sentence.

e percentage of respondents who gave any of the five possible responses to
ine what percentage of all responses was allocated to the agreeing response,

Table 10-4

The twenty sentences from the "citizen's handbook" that most frequentl from the practitioner respondents.

SENTENCES	Per cent of practitio			
	LIBRARY			AGE
	Rank[c]	%D[d]	%T[e]	Rank
9) Today's problem may be gone tomorrow.	11.0	9.2	23.3	33.5
11) The second helpful thing to know is that there are no right or wrong problems.	9.5	10.8	46.7	11.0
12) And, there are no right or wrong solutions.	2.0	18.3	41.7	2.0
16) Only you can judge what is troublesome to you.	14.0	6.7	24.2	12.5
17) Only you can judge what will be helpful to you.	2.0	18.3	40.0	1.0
20) It may be helpful for you to think of a problem as something which stops you from progressing -- from moving in the direction you desire.	22.0	5.0	30.0	49.0
21) This is an unusual way of looking at problems.	9.5	10.8	28.3	9.0
30) The topic, however, has little to do with why you have a problem.	7.0	13.1	50.8	19.5
31) You have a problem because for some reason you can't keep moving in a straight path.	4.0	16.7	35.0	6.5
35) Or, it may be that you haven't any paths -- things are out of control.	30.0	4.2	13.1	24.0

Table 10-4

s from the "citizen's handbook" that most frequently received disagreeing responses[a]
er respondents.

	Per cent of practitioners[b]								
	LIBRARY			AGENCY			TOTAL		
	Rank[c]	%D[d]	%T[e]	Rank[c]	%D[d]	%T[e]	Rank[c]	%D[d]	%T[e]
may be gone tomorrow.	11.0	9.2	23.3	33.5	5.8	21.2	15.5	7.4	22.2
ful thing to know is that ght or wrong problems.	9.5	10.8	46.7	11.0	11.7	53.3	9.0	11.3	50.2
o right or wrong solutions.	2.0	18.3	41.7	2.0	25.5	54.0	2.0	22.2	48.2
ge what is troublesome to	14.0	6.7	24.2	12.5	10.2	32.8	13.5	8.6	28.8
ge what will be helpful to	2.0	18.3	40.0	1.0	26.3	57.7	1.0	22.6	49.4
l for you to think of a ning which stops you from rom moving in the direction	22.0	5.0	30.0	49.0	4.4	39.4	32.0	4.7	35.0
l way of looking at	9.5	10.8	28.3	9.0	13.9	28.5	8.0	12.5	28.4
r, has little to do with oblem.	7.0	13.1	50.8	19.5	8.0	59.9	11.0	10.5	55.6
because for some reason ying in a straight path.	4.0	16.7	35.0	6.5	17.5	46.0	4.0	17.1	40.9
you haven't any paths of control.	30.0	4.2	13.1	24.0	7.3	26.3	21.0	5.8	20.2

(continued)

Table 10-4 (continued)

SENTENCES	Per cent of practitioners[b]				
	LIBRARY			AGENCY	
	Rank[c]	%D[d]	%T[e]	Rank[c]	%D
36) There doesn't seem to be any way you can predict what's going to happen and you are worried.	22.0	5.0	12.5	81.5	2
38) You may be in a situation where you feel there is nothing you can do and you will have to be satisfied with the way things turn out.	12.0	8.3	25.0	17.0	8
43) Many experts tell you that you should look at your situation as a decision.	14.0	6.7	32.5	19.5	8
46) It's also important to emphasize that not all problems have solutions.	22.0	5.0	46.7	10.0	12
47) Looking at problems that way may just make you unnecessarily upset.	14.0	6.7	13.3	41.0	5
55) Getting along with people is one of these.	22.0	5.0	13.3	33.5	5
57) No one but you can judge in any final sense whether a situation you are in is solvable.	8.0	11.7	25.0	5.0	18
72) All these possibilities would be more helpful in a worry situation where you don't have control than trying to find alternative actions when deep down you feel there aren't any alternatives.	44.5	2.5	44.2	19.5	8

Table 10-4 (continued)

	Per cent of practitioners[b]								
	LIBRARY			AGENCY			TOTAL		
	Rank[c]	%D[d]	%T[e]	Rank[c]	%D[d]	%T[e]	Rank[c]	%D[d]	%T[e]
to be any way you can g to happen and you are	22.0	5.0	12.5	81.5	2.2	16.1	48.5	3.5	20.2
uation where you feel u can do and you will d with the way things	12.0	8.3	25.0	17.0	8.8	30.7	13.5	8.6	28.0
ou that you should ion as a decision.	14.0	6.7	32.5	19.5	8.0	33.6	15.5	7.4	33.1
to emphasize that not olutions.	22.0	5.0	46.7	10.0	12.4	51.8	12.0	8.9	49.4
that way may just make pset.	14.0	6.7	13.3	41.0	5.1	24.1	21.0	5.8	19.1
people is one of these.	22.0	5.0	13.3	33.5	5.8	22.6	25.5	5.4	18.3
judge in any final uation you are in is	8.0	11.7	25.0	5.0	18.2	36.5	7.0	15.2	31.1
ties would be more situation where you than trying to find when deep down you ny alternatives.	44.5	2.5	44.2	19.5	8.0	55.5	25.5	5.4	50.2

(continued)

Table 10-4 (continued)

SENTENCES	Per cent of practitioners^b					
	LIBRARY			AGENCY		
	Rank^c	%D^d	%T^e	Rank^c	%D^d	%T^e
75) When other people are involved in your situation, their involvement puts constraints on you — you can't move as freely.	30.0	4.2	23.3	24.0	7.3	38.0
77) If the other people are in control of the resources, you probably can't solve your situation without their cooperation.	89.5	0.8	17.1	15.0	9.5	38.7
80) If you find that impossible, it may mean accepting your situation as unsolvable and looking for other things you can do that will help you.	89.5	0.8	20.0	15.0	9.5	35.8
86) Most people report such connections.	22.0	5.0	20.0	55.5	3.6	28.5
92) There's no right way to deal with a troublesome situation.	2.0	18.3	25.8	3.0	20.4	34.3
93) Its characteristics change too fast.	44.5	2.5	5.0	24.0	7.3	13.1
110) You can take an interpersonal approach -- talking to others, complaining.	22.0	5.0	10.8	28.5	6.6	13.9
111) Or, you can take an emotional approach -- getting emotional and angry and constantly worrying about the situation.	5.0	14.2	18.3	6.5	17.5	27.0
117) Chances are if you are in a situation in which you see yourself as worried and out of control, it will be helpful to talk to other people, complain, and get angry.	6.0	13.3	23.3	4.0	19.0	34.3

Table 10-4 (continued)

	Per cent of practitioners[b]								
	LIBRARY			AGENCY			TOTAL		
	Rank[c]	%D[d]	%T[e]	Rank[c]	%D[d]	%T[e]	Rank[c]	%D[d]	%T[e]
ople are involved in your eir involvement puts n you -- you can't move as	30.0	4.2	23.3	24.0	7.3	38.0	21.0	5.8	31.1
people are in control of the u probably can't solve your hout their cooperation.	89.5	0.8	17.1	15.0	9.5	38.7	25.5	5.4	28.8
hat impossible, it may mean r situation as unsolvable and ther things you can do that	89.5	0.8	20.0	15.0	9.5	35.8	25.5	5.4	28.4
eport such connections.	22.0	5.0	20.0	55.5	3.6	28.5	37.0	4.3	24.5
ght way to deal with a ituation.	2.0	18.3	25.8	3.0	20.4	34.3	3.0	19.5	30.4
istics change too fast.	44.5	2.5	5.0	24.0	7.3	13.1	29.0	5.1	9.3
an interpersonal approach -- hers, complaining.	22.0	5.0	10.8	28.5	6.6	13.9	21.0	5.8	12.5
ake an emotional approach -- onal and angry and constantly t the situation.	5.0	14.2	18.3	6.5	17.5	27.0	6.0	16.0	23.0
f you are in a situation in yourself as worried and out t will be helpful to talk to complain, and get angry.	6.0	13.3	23.3	4.0	19.0	34.3	5.0	16.3	29.2

(continued)

Table 10-4 (continued)

SENTENCES	Per cent of practitioners[b]					
	LIBRARY			AGENCY		
	Rank[c]	%D[d]	%T[e]	Rank[c]	%D[d]	%T[e]
122) People find that very helpful but don't often use it.	22.0	5.0	9.2	132.0	0.7	17.5
140) Not necessarily.	35.5	3.3	8.3	12.5	10.2	19.0
146) In all cases, being informed means that you make sense of what's going on and what you've heard or read.	22.0	5.0	17.5	28.5	6.6	29.9
152) It doesn't come naturally.	22.0	5.0	8.3	132.0	0.7	7.3
153) You might even think of getting "information" as a detour.	22.0	5.0	12.5	41.0	5.1	14.6
188) If you are in an unsolvable situation, you will probably want to focus more on reasons, causes, underlying motives, and history so you can understand why things are happening.	89.5	0.8	22.5	19.5	8.0	41.6
196) When you decide to get outside help, it will probably be most successful if you decide in advance what you want to do and what you want the "helper" to do.	44.5	2.5	15.8	15.0	9.5	35.8
201) When you are seeking this kind of help, it will probably work best if you tell the helper this is what you want right from the start.	89.5	0.8	16.7	24.0	7.3	31.4
217) Most important is the notion that you can take control of the situation when you go to a helper.	89.5	0.8	12.5	24.0	7.3	20.4

Table 10-4 (continued)

	Per cent of practitioners[b]								
	LIBRARY			AGENCY			TOTAL		
	Rank[c]	%D[d]	%T[e]	Rank[c]	%D[d]	%T[e]	Rank[c]	%D[d]	%T[e]
very helpful but don't	22.0	5.0	9.2	132.0	0.7	17.5	58.0	2.7	13.6
	35.5	3.3	8.3	12.5	10.2	19.0	17.0	7.0	14.0
ng informed means that what's going on and what ead.	22.0	5.0	17.5	28.5	6.6	29.9	21.0	5.8	24.1
aturally.	22.0	5.0	8.3	132.0	0.7	7.3	58.0	2.7	7.8
ink of getting a detour.	22.0	5.0	12.5	41.0	5.1	14.6	29.0	5.1	13.6
unsolvable situation, want to focus more on underlying motives, and n understand why things	89.5	0.8	22.5	19.5	8.0	41.6	32.0	4.7	32.7
o get outside help, it most successful if you what you want to do and "helper" to do.	44.5	2.5	15.8	15.0	9.5	35.8	18.0	6.2	26.5
ing this kind of help, it k best if you tell the at you want right from	89.5	0.8	16.7	24.0	7.3	31.4	37.0	4.3	24.5
the notion that you can he situation when you go	89.5	0.8	12.5	24.0	7.3	20.4	37.0	4.3	16.7

(continued)

Table 10-4 (continued)

SENTENCES	Per cent of practitioners[b]				
	LIBRARY			AGENCY	
	Rank[c]	%D[d]	%T[e]	Rank[c]	%D[d]
219) If you find a helper asking you the wrong questions, you can guide the helper in the questions he asks you.	16.0	5.8	18.3	49.0	4.4
222) You are the only one who really knows your situation and what will be helpful.	22.0	5.0	20.0	8.0	16.1
N (# of respondents)[b]	120	----	----	137	----

---

[a] This table is derived from Table 10-1. It lists the 20 sentences from the "h the most disagreeing responses from either the library sub-sample, the agency

[b] In all, there were 267 practitioner respondents, 126 library and 141 agency. respondents who did not complete the "citizen's handbook" section of the ques The baseline ns for this table, then, are 257 total practitioner sample respo 137 agency.

[c] This column indicates the rank, with a rank of 1 indicating the sentence with responses.

[d] This column indicates the percentage of respondents who disagreed with the se

[e] This column indicates the percentage of respondents who gave any of the five sentence. To determine what percentage of all responses was allocated to the divide the %D by %T.

Table 10-4 (continued)

	Per cent of practitioners[b]								
	LIBRARY			AGENCY			TOTAL		
	Rank[c]	%D[d]	%T[e]	Rank[c]	%D[d]	%T[e]	Rank[c]	%D[d]	%T[e]
per asking you the wrong n guide the helper in asks you.	16.0	5.8	18.3	49.0	4.4	22.6	29.0	5.1	20.6
one who really knows your t will be helpful.	22.0	5.0	20.0	8.0	16.1	36.5	10.0	10.9	28.8
	120	----	----	137	----	----	257	----	----

from Table 10-1. It lists the 20 sentences from the "handbook" which received
responses from either the library sub-sample, the agency sub-sample, or both.

7 practitioner respondents, 126 library and 141 agency. For this analysis, 10
ot complete the "citizen's handbook" section of the questionnaire dropped out.
his table, then, are 257 total practitioner sample respondents, 120 library and

the rank, with a rank of 1 indicating the sentence with the most disagreeing

the percentage of respondents who disagreed with the sentence.

the percentage of respondents who gave any of the five possible responses to the
e what percentage of all responses was allocated to the disagreeing responses,

Table 10-5

The twenty sentences from the "citizen's handbook" that most frequently recei
from the practitioner respondents.

SENTENCES	Per cent of practitioners[b]				
	LIBRARY			AGENCY	
	Rank[c]	%?[d]	%T[e]	Rank[c]	%?[d]
6) Virtually every citizen always has at least two or three everyday concerns.	20.0	3.3	27.5	36.5	2.9
7) In addition, the combination of these concerns constantly changes.	7.5	5.0	22.5	54.5	2.2
11) The second helpful thing to know is that there are no right or wrong problems.	2.0	11.7	46.7	1.0	13.9
12) And, there are no right or wrong solutions.	20.0	3.3	41.7	36.5	2.9
15) But you are unique -- a different person in a different complex of situations.	20.0	3.3	25.0	54.5	2.2
19) Problems are bound into situations.	7.5	5.0	20.8	10.0	6.6
21) This is an unusual way of looking at problems.	6.0	5.8	28.3	23.0	3.6
30) The topic, however, has little to do with why you have a problem.	5.0	7.5	50.8	3.0	10.2
31) You have a problem because for some reason you can't keep moving in a straight path.	3.5	8.3	35.0	10.0	6.6
41) Or, you may find yourself moving from one to another.	58.0	1.7	14.2	18.5	4.4

Table 10-5

rom the "citizen's handbook" that most frequently received questioning responses[a]
respondents.

	Per cent of practitioners[b]								
	LIBRARY			AGENCY			TOTAL		
	Rank[c]	%?[d]	%T[e]	Rank[c]	%?[d]	%T[e]	Rank[c]	%?[d]	%T[e]
tizen always has at everyday concerns.	20.0	3.3	27.5	36.5	2.9	27.7	25.5	3.1	27.6
ombination of these y changes.	7.5	5.0	22.5	54.5	2.2	28.5	20.0	3.5	25.7
thing to know is that or wrong problems.	2.0	11.7	46.7	1.0	13.9	53.3	1.5	12.8	50.2
right or wrong solutions.	20.0	3.3	41.7	36.5	2.9	54.0	25.5	3.1	48.2
e -- a different person mplex of situations.	20.0	3.3	25.0	54.5	2.2	32.1	34.0	2.7	28.8
d into situations.	7.5	5.0	20.8	10.0	6.6	29.2	8.0	5.8	25.3
l way of looking at	6.0	5.8	28.3	23.0	3.6	28.5	12.5	4.7	28.4
r, has little to do a problem.	5.0	7.5	50.8	3.0	10.2	59.9	3.0	8.9	55.6
m because for some reason ving in a straight path.	3.5	8.3	35.0	10.0	6.6	46.0	5.0	7.4	40.9
yourself moving from one	58.0	1.7	14.2	18.5	4.4	27.0	25.5	3.1	21.0

(continued)

Table 10-5 (continued)

SENTENCES	Per cent of practitioners^b					
	LIBRARY			AGENCY		
	Rank^c	%?^{d}	%T^e	Rank^c	%?^{d}	%T^e
43) Many experts tell you that you should look at your situation as a decision.	1.0	14.2	32.5	2.0	11.7	33.6
44) But the descriptions above suggest other ways.	34.5	2.5	5.0	13.5	5.8	11.7
45) One helpful thing you can do is to try to change your way of looking at your situation.	58.0	1.7	35.0	18.5	4.4	51.8
47) Looking at problems that way may just make you unnecessarily upset.	58.0	1.7	13.3	10.0	6.6	24.1
71) Or, you might seek social support and agreement from other people to help you through the situation.	20.0	3.3	15.0	125.5	0.7	24.8
72) All these possibilities would be more helpful in a worry situation where you don't have control than trying to find alternative actions when deep down you feel there aren't any alternatives.	20.0	3.3	44.2	4.0	9.5	55.5
73) You might want to look for cues to help you judge whether your situation is unsolvable.	20.0	3.3	10.8	54.5	2.2	20.4
76) If the other people are actually standing in your way -- acting as barriers -- you will have even less control.	20.0	3.3	17.5	54.5	2.2	24.1
86) Most people report such connections.	3.5	8.3	20.0	5.0	8.8	28.5

Table 10-5 (continued)

	Per cent of practitioners[b]								
	LIBRARY			AGENCY			TOTAL		
	Rank[c]	%?[d]	%T[e]	Rank[c]	%?[d]	%T[e]	Rank[c]	%?[d]	%T[e]
l you that you should look n as a decision.	1.0	14.2	32.5	2.0	11.7	33.6	1.5	12.8	33.1
ions above suggest other	34.5	2.5	5.0	13.5	5.8	11.7	15.0	4.3	8.6
g you can do is to try to of looking at your	58.0	1.7	35.0	18.5	4.4	51.8	25.5	3.1	44.0
ems that way may just sarily upset.	58.0	1.7	13.3	10.0	6.6	24.1	15.0	4.3	19.1
ek social support and ther people to help you ation.	20.0	3.3	15.0	125.5	0.7	24.8	52.5	1.9	20.2
lities would be more ry situation where you ol than trying to find ons when deep down you t any alternatives.	20.0	3.3	44.2	4.0	9.5	55.5	6.0	6.6	50.2
look for cues to help your situation is	20.0	3.3	10.8	54.5	2.2	20.4	34.0	2.7	16.0
ple are actually standing cting as barriers -- you ess control.	20.0	3.3	17.5	54.5	2.2	24.1	34.0	2.7	21.0
rt such connections.	3.5	8.3	20.0	5.0	8.8	28.5	4.0	8.6	24.5

(continued)

Table 10-5 (continued)

SENTENCES	Per cent of practitioners[b]					
	LIBRARY			AGENCY		
	Rank[c]	%?[d]	%T[e]	Rank[c]	%?[d]	%T[e]
89) But, for some situations, the more connections you see, the clearer the situation becomes and the easier it is to get at the heart of.	10.5	4.2	21.7	18.5	4.4	32.1
90) If you're stuck on a troublesome situation, you might try looking at how it is connected with other events.	20.0	3.3	27.5	54.5	2.2	39.4
103) This suggestion contradicts some advice that says you ought to collect information and weigh alternatives.	20.0	3.3	15.8	13.5	5.8	19.7
113) Or, you can take an in-your-head approach -- thinking about the situation and trying to change your view of it.	20.0	3.3	19.2	54.5	2.2	30.7
118) If you are trying to get around an obstacle (like a bureaucracy), it may be more helpful to get outside help.	20.0	3.3	25.0	125.5	0.7	45.3
132) It is important to note that while each of these outcomes can be helpful, some of them have little to do with solving situations in any traditional sense of solution.	34.5	2.5	20.8	18.5	4.4	32.8
141) It depends on what kind of sense you are looking for or need.	34.5	2.5	10.0	7.0	7.3	20.4

Table 10-5 (continued)

	Per cent of practitioners[b]								
	LIBRARY			AGENCY			TOTAL		
	Rank[c]	%?[d]	%T[e]	Rank[c]	%?[d]	%T[e]	Rank[c]	%?[d]	%T[e]
ituations, the more see, the clearer the es and the easier it is to t of.	10.5	4.2	21.7	18.5	4.4	32.1	15.0	[illegible]	27.2
on a troublesome might try looking at how it th other events.	20.0	3.3	27.5	54.5	2.2	39.4	34.0	[illegible]	33.9
contradicts some advice ought to collect information rnatives.	20.0	3.3	15.8	13.5	5.8	19.7	12.5	4.7	17.9
ke an in-your-head approach out the situation and ge your view of it.	20.0	3.3	19.2	54.5	2.2	30.7	34.0	2.7	25.3
ing to get around an a bureaucracy), it may be o get outside help.	20.0	3.3	25.0	125.5	0.7	45.3	52.5	1.9	35.8
t to note that while each of can be helpful, some of le to do with solving situ- traditional sense of	34.5	2.5	20.8	18.5	4.4	32.8	20.0	3.5	27.2
what kind of sense you are need.	34.5	2.5	10.0	7.0	7.3	20.4	10.0	5.1	15.6

(continued)

Table 10-5 (continued)

SENTENCES	Per cent of practitioners[b]					
	LIBRARY			AGENCY		
	Rank[c]	%?[d]	%T[e]	Rank[c]	%?[d]	%T[e]
142) If you take the position that information is anything that is informing to *you* -- anything that helps *you* make sense -- then you may want to get information on how other people feel or think.	58.0	1.7	16.7	15.0	5.1	28.5
147) If you don't have this opportunity to make internal sense, then whatever information you find will not be helpful.	20.0	3.3	20.8	10.0	6.6	32.8
151) No matter what kind of sense you are looking for, it's important to realize that stopping in the middle of a situation to get informed is not easy.	34.5	2.5	24.2	18.5	4.4	31.4
154) For some reason you can't keep going in a straight path without getting a new kind of sense.	10.5	4.2	7.5	6.0	8.0	16.1
157) And even when you do find relevant facts, they will not be useful unless you can fit them into your internal sense.	10.5	4.2	20.8	36.5	2.9	35.8
161) You may want to locate yourself or others in time and space.	20.0	3.3	5.8	10.0	6.6	11.7
213) However, when you start to change your picture, you may find some helpers trying to make you return to your former view.	58.0	1.7	7.5	18.5	4.4	26.3
217) Most important is the notion that you can take control of the situation when you go to a helper.	20.0	3.3	12.5	82.5	1.5	20.4

Table 10-5 (continued)

	Per cent of practitioners[b]								
	LIBRARY			AGENCY			TOTAL		
	Rank[c]	%?[d]	%T[e]	Rank[c]	%?[d]	%T[e]	Rank[c]	%?[d]	%T[e]
position that information is informing to you -- lps you make sense -- t to get information on feel or think.	58.0	1.7	16.7	15.0	5.1	28.5	20.0	3.5	23.0
e this opportunity to nse, then whatever find will not be helpful.	20.0	3.3	20.8	10.0	6.6	32.8	10.0	5.1	27.2
ind of sense you are s important to realize the middle of a situation is not easy.	34.5	2.5	24.2	18.5	4.4	31.4	20.0	3.5	28.0
you can't keep going in a thout getting a new kind	10.5	4.2	7.5	6.0	8.0	16.1	7.0	6.2	12.1
u do find relevant facts, useful unless you can ur internal sense.	10.5	4.2	20.8	36.5	2.9	35.8	20.0	3.5	28.8
locate yourself or others e.	20.0	3.3	5.8	10.0	6.6	11.7	10.0	5.1	8.9
u start to change your find some helpers trying rn to your former view.	58.0	1.7	7.5	18.5	4.4	26.3	25.5	3.1	17.5
s the notion that you can the situation when you go	20.0	3.3	12.5	82.5	1.5	20.4	43.0	2.3	16.7

(continued)

Table 10-5 (continued)

SENTENCES	Per cent of practitioners[b]					
	LIBRARY			AGENCY		
	Rank[c]	%?[d]	%T[e]	Rank[c]	%?[d]	%T[e]
219) If you find a helper asking you the wrong questions, you can guide the helper in the questions he asks you.	10.5	4.2	18.3	25.5	3.6	22.6
N (# of respondents)[b]	120	----	----	137	----	----

[a] This table is derived from Table 10-1. It lists the 20 sentences from the "handbo the most questioning responses from either the library sub-sample, the agency sub-

[b] In all, there were 267 practitioner respondents, 126 library and 141 agency. For respondents who did not complete the "citizen's handbook" section of the questionn The baseline ns for this table, then are 257 total practitioner sample respondents 137 agency.

[c] This column indicates the rank, with a rank of 1 indicating the sentence with the responses.

[d] This column indicates the percentage of respondents who questioned the sentence.

[e] This column indicates the percentage of respondents who gave any of the five possi sentence. To determine what percentage of all responses was allocated to the ques divide the %? by %T.

Table 10-5 (continued)

	Per cent of practitioners^b								
	LIBRARY			AGENCY			TOTAL		
	Rank^c	%?^{d}	%T^e	Rank^c	%?^{d}	%T^e	Rank^c	%?^{d}	%T^e
helper asking you the wrong can guide the helper in the sks you.	10.5	4.2	18.3	25.5	3.6	22.6	17.0	3.9	20.6
^{b}	120	----	----	137	----	----	257	----	----

ved from Table 10-1. It lists the 20 sentences from the "handbook" which received
ng responses from either the library sub-sample, the agency sub-sample, or both.

267 practitioner respondents, 126 library and 141 agency. For this analysis, 10
not complete the "citizen's handbook" section of the questionnaire dropped out.
this table, then are 257 total practitioner sample respondents, 120 library and

es the rank, with a rank of 1 indicating the sentence with the most questioning

es the percentage of respondents who questioned the sentence.

es the percentage of respondents who gave any of the five possible responses to the
mine what percentage of all responses was allocated to the questioning response,
.

Table 10-6

The twenty sentences from the "citizen's handbook" that most frequently received re-
from the practitioner respondents.

SENTENCES	Per cent of practitioners[b]					
	LIBRARY			AGENCY		
	Rank[c]	%R[d]	%T[e]	Rank[c]	%R[d]	%T[e]
4) This CITIZEN'S HANDBOOK is designed to help you as you go about trying to cope with your everyday problems.	107.0	0.8	5.8	19.0	5.1	19.7
6) Virtually every citizen always has at least two or three everyday concerns.	18.5	4.2	27.5	43.0	3.6	27.7
7) In addition, the combination of these concerns constantly changes.	67.0	1.7	22.5	5.5	8.8	28.5
8) Both your own actions and thoughts as well as outside events affect the nature of your life situations.	12.5	5.0	29.2	2.0	13.1	37.2
11) The second helpful thing to know is that there are no right or wrong problems.	5.5	6.7	46.7	3.5	9.5	53.3
19) Problems are bound into situations.	29.0	3.3	20.8	3.5	9.5	29.2
20) It may be helpful for you to think of a problem as something which stops you from progressing - from moving in the direction you desire.	8.0	5.8	30.0	19.0	5.1	39.4
30) The topic, however, has little to do with why you have a problem.	2.0	10.8	50.8	7.5	8.0	59.9
31) You have a problem because for some reason you can't keep moving in a straight path.	43.0	2.5	35.0	10.0	7.3	46.0

Table 10-6

n the "citizen's handbook" that most frequently received re-reading responses[a] spondents.

	Per cent of practitioners[b]								
	LIBRARY			AGENCY			TOTAL		
	Rank[c]	%R[d]	%T[e]	Rank[c]	%R[d]	%T[e]	Rank[c]	%R[d]	%T[e]
OOK is designed to help trying to cope with s.	107.0	0.8	5.8	19.0	5.1	19.7	41.5	3.1	13.2
zen always has at everyday concerns.	18.5	4.2	27.5	43.0	3.6	27.7	28.5	3.9	27.6
ination of these hanges.	67.0	1.7	22.5	5.5	8.8	28.5	10.0	5.4	25.7
and thoughts as well ect the nature of	12.5	5.0	29.2	2.0	13.1	37.2	2.5	9.3	33.5
ing to know is that wrong problems.	5.5	6.7	46.7	3.5	9.5	53.3	4.0	8.0	50.2
to situations.	29.0	3.3	20.8	3.5	9.5	29.2	6.0	6.6	25.3
you to think of a which stops you from ving in the direction	8.0	5.8	30.0	19.0	5.1	39.4	10.0	5.4	35.0
as little to do with m.	2.0	10.8	50.8	7.5	8.0	59.9	2.5	9.3	55.6
cause for some reason in a straight path.	43.0	2.5	35.0	10.0	7.3	46.0	14.0	5.1	40.9

(continued)

Table 10-6 (continued)

SENTENCES	Per cent of practitioners[b]					
	LIBRARY			AGENCY		
	Rank[c]	%R[d]	%T[e]	Rank[c]	%R[d]	%T[e]
37) Or, it may be that you know what path you want to take, what you want to do, but something is blocking your way.	18.5	4.2	21.7	43.0	3.6	34.3
42) What's important about these descriptions of different kinds of problems is that they are different ways of looking at situations.	29.0	3.3	25.0	5.5	8.8	29.9
43) Many experts tell you that you should look at your situation as a decision.	12.5	5.0	32.5	27.0	4.4	33.6
45) One helpful thing you can do is to try to change your way of looking at your situation.	18.5	4.2	35.0	19.0	5.1	51.8
57) No one but you can judge in any final sense whether a situation you are in is solvable.	29.0	3.3	25.0	12.5	6.6	36.5
72) All these possibilities would be more helpful in a worry situation where you don't have control than trying to find alternative actions when deep down you feel there aren't any alternatives.	1.0	0.8	44.2	1.0	16.8	55.5
74) One good one is how many other people are involved and how they are involved.	107.0	0.8	10.8	10.0	7.3	22.6
83) Yet, just about any troublesome situation is probably tied in with one or more other situations.	29.0	3.3	15.0	27.0	4.4	31.4

Table 10-6 (continued)

	Per cent of practitioners[b]								
	LIBRARY			AGENCY			TOTAL		
	Rank[c]	%R[d]	%T[e]	Rank[c]	%R[d]	%T[e]	Rank[c]	%R[d]	%T[e]
ou know what path you ou want to do, but g your way.	18.5	4.2	21.7	43.0	3.6	34.3	28.5	3.9	28.4
ut these descriptions f problems is that they f looking at situations.	29.0	3.3	25.0	5.5	8.8	29.9	7.0	6.2	27.6
u that you should look a decision.	12.5	5.0	32.5	27.0	4.4	33.6	19.0	4.7	33.1
u can do is to try to ooking at your	18.5	4.2	35.0	19.0	5.1	51.8	19.0	4.7	44.0
udge in any final sense you are in is solvable.	29.0	3.3	25.0	12.5	6.6	36.5	14.0	5.1	31.1
ties would be more help- ation where you don't rying to find when deep down you ny alternatives.	1.0	0.8	44.2	1.0	16.8	55.5	1.0	17.1	50.2
many other people w they are involved.	107.0	0.8	10.8	10.0	7.3	22.6	24.0	4.3	17.1
troublesome situation with one or more	29.0	3.3	15.0	27.0	4.4	31.4	19.0	4.7	23.7

(continued)

Table 10-6 (continued)

SENTENCES	Per cent of practitioners[b]					
	LIBRARY			AGENCY		
	Rank[c]	%R[d]	%T[e]	Rank[c]	%R[d]	%T[e]
85) These connections between a troublesome situation and other events are realistic.	18.5	4.2	11.7	14.5	5.8	19.0
86) Most people report such connections.	12.5	5.0	20.0	27.0	4.4	28.5
87) One would think that these connections make a situation harder to get at the heart of.	67.0	1.7	8.3	12.5	6.6	13.1
89) But, for some situations, the more connections you see, the clearer the situation becomes and the easier it is to get at the heart of.	3.5	7.5	21.7	43.0	3.6	32.1
103) This suggestion contradicts some advice that says you ought to collect information and weigh possibilities.	8.0	5.8	15.8	45.5	2.9	19.7
120) Some of the least used approaches for dealing with situations are often judged later as being the most helpful.	12.5	5.0	11.7	19.0	5.1	14.6
132) It is important to note that while each of these outcomes can be helpful, some of them have little to do with solving situations in any traditional sense of solution.	8.0	5.8	20.8	7.5	8.0	32.8
145) It is likely that at some point in dealing with a troublesome situation you will deal with several different kinds of information.	43.0	2.5	19.2	19.0	5.1	29.9

Table 10-6 (continued)

	Per cent of practitioners[b]								
	LIBRARY			AGENCY			TOTAL		
	Rank[c]	%R[d]	%T[e]	Rank[c]	%R[d]	%T[e]	Rank[c]	%R[d]	%T[e]
ions between a troublesome other events are realistic.	18.5	4.2	11.7	14.5	5.8	19.0	14.0	5.1	15.6
port such connections.	12.5	5.0	20.0	27.0	4.4	28.5	19.0	4.7	24.5
k that these connections on harder to get at the	67.0	1.7	8.3	12.5	6.6	13.1	24.0	4.3	10.9
situations, the more u see, the clearer the mes and the easier it is to rt of.	3.5	7.5	21.7	43.0	3.6	32.1	10.0	5.4	27.2
n contradicts some advice ought to collect information ibilities.	8.0	5.8	15.8	45.5	2.9	19.7	24.0	4.3	17.9
ast used approaches for ituations are often judged the most helpful.	12.5	5.0	11.7	19.0	5.1	14.6	14.0	5.1	13.2
t to note that while each of can be helpful, some of le to do with solving any traditional sense of	8.0	5.8	20.8	7.5	8.0	32.8	5.0	7.0	27.2
hat at some point in dealing some situation you will ral different kinds of	43.0	2.5	19.2	19.0	5.1	29.9	28.5	3.9	24.9

(continued)

Table 10-6 (continued)

SENTENCES	Per cent of practitioners[b]					
	LIBRARY			AGENCY		
	Rank[c]	%R[d]	%T[e]	Rank[c]	%R[d]	%T[e]
146) In all, cases, being informed means that you make sense of what's going on and what you've heard or read.	107.0	0.8	17.5	14.5	5.8	29.9
147) If you don't have this opportunity to make internal sense then whatever information you find will not be helpful.	18.5	4.2	20.8	19.0	5.1	32.8
150) One way would be to plan what questions you want to ask someone who is helping you rather than letting the helper take the lead.	3.5	7.5	30.0	83.0	1.5	45.3
151) No matter what kind of sense you are looking for, it's important to realize that stopping in the middle of a situation to get informed is not easy.	18.5	4.2	24.2	10.0	7.3	31.4
157) And even when you do find relevant facts, they will not be useful unless you can fit them into your internal sense.	12.5	5.0	20.8	43.0	3.6	35.8
160) Actually, though, the kind of information you want to find will depend on where you are in your situation and where you see yourself going.	107.0	0.8	12.5	19.0	5.1	28.5
188) If you are in an unsolvable situation, you will probably want to focus more on procedures so you can learn how to do it.	5.5	6.7	22.5	43.0	3.6	41.6

Table 10-6 (continued)

	Per cent of practitioners[b]								
	LIBRARY			AGENCY			TOTAL		
	Rank[c]	%R[d]	%T[e]	Rank[c]	%R[d]	%T[e]	Rank[c]	%R[d]	%T[e]
ng informed means that f what's going on and d or read.	107.0	0.8	17.5	14.5	5.8	29.9	34.0	3.5	24.1
e this opportunity to make hen whatever information t be helpful.	18.5	4.2	20.8	19.0	5.1	32.8	19.0	4.7	27.2
to plan what questions someone who is helping you ing the helper take the	3.5	7.5	30.0	83.0	1.5	45.3	24.0	4.3	38.1
ind of sense you are s important to realize the middle of a situation is not easy.	18.5	4.2	24.2	10.0	7.3	31.4	8.0	5.8	28.0
u do find relevant facts, useful unless you can ur internal sense.	12.5	5.0	20.8	43.0	3.6	35.8	24.0	4.3	28.8
, the kind of information will depend on where you ation and where you see	107.0	0.8	12.5	19.0	5.1	28.5	41.5	3.1	21.0
unsolvable situation, y want to focus more on u can learn how to do it.	5.5	6.7	22.5	43.0	3.6	41.6	14.0	5.1	32.7

(continued)

Table 10-6 (continued)

SENTENCES	Per cent of practitioners[b]					
	LIBRARY			AGENCY		
	Rank[c]	%R[d]	%T[e]	Rank[c]	%R[d]	%T[e]
194) While you may be thinking of a worry in which you need more self control, the helper may be thinking of a decision in which you should be getting a solution.	12.5	5.0	16.7	125.0	0.7	22.6
N (# of respondents)[b]	120	----	----	137	----	----

[a] This table is derived from Table 10-1. It lists the 20 sentences from the "handbo the most re-reading responses from either the library sub-sample, the agency sub-s

[b] In all, there were 267 practitioner respondents, 126 library and 141 agency. For respondents who did not complete the "citizen's handbook" section of the questionn The baseline ns for this table, then, are 257 total practitioner sample respondent and 137 agency.

[c] This column indicates the rank, with a rank of 1 indicating the sentence with the responses.

[d] This column indicates the percentage of respondents who re-read the sentence.

[e] This column indicates the percentage of respondents who gave any of the five possi sentence. To determine what percentage of all responses was allocated to the re-r divide %R by %T.

Table 10-6 (continued)

	Per cent of practitioners[b]								
	LIBRARY			AGENCY			TOTAL		
	Rank[c]	%R[d]	%T[e]	Rank[c]	%R[d]	%T[e]	Rank[c]	%R[d]	%T[e]
e thinking of a worry in more self control, the hinking of a decision in d be getting a solution.	12.5	5.0	16.7	125.0	0.7	22.6	52.5	2.7	19.8
b	120	----	----	137	----	----	257	----	----

ved from Table 10-1. It lists the 20 sentences from the "handbook" which received responses from either the library sub-sample, the agency sub-sample, or both.

267 practitioner respondents, 126 library and 141 agency. For this analysis, 10 not complete the "citizen's handbook" section of the questionnaire dropped out. this table, then, are 257 total practitioner sample respondents, 120 library

es the rank, with a rank of 1 indicating the sentence with the most re-reading

es the percentage of respondents who re-read the sentence.

es the percentage of respondents who gave any of the five possible responses to the mine what percentage of all responses was allocated to the re-reading response,

Table 10-7

The twenty sentences from the "citizen's handbook" that most frequently received
from the practitioner respondents.

SENTENCES	Per cent of practitioners[b]				
	LIBRARY			AGENCY	
	Rank[c]	%T[d]	%T[e]	Rank[c]	%T[d]
2) Living in a highly technological society is often very difficult.	30.5	2.5	55.8	85.5	2.2
4) This CITIZEN'S HANDBOOK is designed to help you as you go about trying to cope with your everyday problems.	30.5	2.5	5.8	7.0	7.3
5) The first helpful thing to know about everyday problems is that you are not alone.	13.5	4.2	48.3	13.0	5.8
7) In addition, the combination of these concerns constantly changes.	30.5	2.5	22.5	59.0	2.9
9) Today's problem may be gone tomorrow.	30.5	2.5	23.3	59.0	2.9
10) But tomorrow will bring new problems.	55.5	1.7	37.5	5.0	8.8
11) The second helpful thing to know is that there are no right or wrong problems.	19.5	3.3	46.7	59.0	2.9
12) And, there are no right or wrong solutions.	4.5	5.8	41.7	13.0	5.8
14) Or, you may know people in situations like your own that don't seem to have the same problems you do.	19.5	3.3	21.7	85.5	2.2

Table 10-7

nces from the "citizen's handbook" that most frequently received thinking responses[a] ioner respondents.

	Per cent of practitioners[b]								
	LIBRARY			AGENCY			TOTAL		
	Rank[c]	%T[d]	%T[e]	Rank[c]	%T[d]	%T[e]	Rank[c]	%T[d]	%T[e]
highly technological society ry difficult.	30.5	2.5	55.8	85.5	2.2	63.5	58.0	2.3	59.9
N'S HANDBOOK is designed to you go about trying to cope veryday problems.	30.5	2.5	5.8	7.0	7.3	19.7	13.0	5.1	13.2
elpful thing to know about oblems is that you are not	13.5	4.2	48.3	13.0	5.8	56.9	13.0	5.1	52.9
, the combination of these nstantly changes.	30.5	2.5	22.5	59.0	2.9	28.5	43.0	2.7	25.7
blem may be gone tomorrow.	30.5	2.5	23.3	59.0	2.9	21.2	43.0	2.7	22.2
w will bring new problems.	55.5	1.7	37.5	5.0	8.8	43.1	10.0	5.4	40.5
helpful thing to know is that o right or wrong problems.	19.5	3.3	46.7	59.0	2.9	53.3	31.0	3.1	50.2
are no right or wrong	4.5	5.8	41.7	13.0	5.8	54.0	7.0	5.8	48.2
know people in situations wn that don't seem to have the ms you do.	19.5	3.3	21.7	85.5	2.2	22.6	43.0	2.7	22.2

(continued)

Table 10-7 (continued)

SENTENCES	Per cent of practitioners[b]					
	LIBRARY			AGENCY		
	Rank[c]	%T[d]	%T[e]	Rank[c]	%T[d]	%T[e]
17) Only you can judge what will be helpful to you.	30.5	2.5	40.0	13.0	5.8	57.7
19) Problems are bound into situations.	30.5	2.5	20.8	27.5	4.4	29.2
20) It may be helpful for you to think of a problem as something which stops you from progressing - from moving in the direction you desire.	13.5	4.2	30.0	2.0	10.9	39.4
21) This is an unusual way of looking at problems.	30.5	2.5	28.3	85.5	2.2	28.5
28) For example, libraries and Yellow Pages are organized this way.	19.5	3.3	14.2	59.0	2.9	9.5
29) So, if you want a book that deals with your situation or if you want to contact an expert, you need to focus on the topic of your problem.	30.5	2.5	18.3	162.5	0.7	20.4
30) The topic, however, has little to do with why you have a problem.	1.0	13.3	50.8	1.0	11.7	59.9
31) You have a problem because for some reason you can't keep moving in a straight path.	8.5	5.0	35.0	13.0	5.8	46.0
35) Or, it may be that you haven't any paths -- things are out of control.	55.5	1.7	13.1	27.5	4.4	26.3
36) There doesn't seem to be any way you can predict what's going to happen and you are worried.	30.5	2.5	12.5	59.0	2.9	16.1

Table 10-7 (continued)

	Per cent of practitioners[b]								
	LIBRARY			AGENCY			TOTAL		
	Rank[c]	%T[d]	%T[e]	Rank[c]	%T[d]	%T[e]	Rank[c]	%T[d]	%T[e]
what will be helpful	30.5	2.5	40.0	13.0	5.8	57.7	17.0	4.3	49.4
into situations.	30.5	2.5	20.8	27.5	4.4	29.2	25.0	3.5	25.3
for you to think of a ng which stops you from moving in the re.	13.5	4.2	30.0	2.0	10.9	39.4	2.5	7.8	35.0
way of looking at	30.5	2.5	28.3	85.5	2.2	28.5	58.0	2.3	28.4
ies and Yellow Pages way.	19.5	3.3	14.2	59.0	2.9	9.5	31.0	3.1	11.7
ook that deals with f you want to contact to focus on the topic	30.5	2.5	18.3	162.5	0.7	20.4	89.5	1.6	19.5
has little to do with lem.	1.0	13.3	50.8	1.0	11.7	59.9	1.0	12.5	55.6
because for some reason ng in a straight path.	8.5	5.0	35.0	13.0	5.8	46.0	10.0	5.4	40.9
you haven't any paths f control.	55.5	1.7	13.1	27.5	4.4	26.3	31.0	3.1	20.2
to be any way you can g to happen and you are	30.5	2.5	12.5	59.0	2.9	16.1	43.0	2.7	20.2

(continued)

Table 10-7 (continued)

SENTENCES	Per cent of practitioners[b]					
	LIBRARY			AGENCY		
	Rank[c]	%T[d]	%T[e]	Rank[c]	%T[d]	%T[e]
43) Many experts tell you that you should look at your situation as a decision.	13.5	4.2	32.5	19.5	5.1	33.6
45) One helpful thing you can do is to try to change your way of looking at your situation.	8.5	5.0	35.0	3.0	10.2	51.8
46) It's also important to emphasize that not all problems have solutions.	8.5	5.0	46.7	39.5	3.6	51.8
67) Is the situation too big and too complex?	30.5	2.5	10.0	4.0	9.5	26.3
69) You might work on getting control of yourself and your emotions.	101.0	0.8	19.2	27.5	4.4	22.6
72) All these possibilities would be more helpful in a worry situation where you don't have control than trying to find alternative actions when deep down you feel there aren't any alternatives.	4.5	5.8	44.2	27.5	4.4	55.5
75) When other people are involved in your situation, their involvement puts constraints on you -- you can't move as freely.	55.5	1.7	23.3	19.5	5.1	38.0
77) If the other people are in control of the resources, you probably can't solve your situation without their cooperation.	101.0	0.8	17.1	19.5	5.1	38.7

Table 10-7 (continued)

	Per cent of practitioners[b]								
	LIBRARY			AGENCY			TOTAL		
	Rank[c]	%T[d]	%T[e]	Rank[c]	%T[d]	%T[e]	Rank[c]	%T[d]	%T[e]
you that you should look as a decision.	13.5	4.2	32.5	19.5	5.1	33.6	15.0	4.7	33.1
you can do is to try to f looking at your	8.5	5.0	35.0	3.0	10.2	51.8	2.5	7.8	44.0
nt to emphasize that not solutions.	8.5	5.0	46.7	39.5	3.6	51.8	17.0	4.3	49.4
too big and too complex?	30.5	2.5	10.0	4.0	9.5	26.3	5.0	6.2	18.7
getting control of emotions.	101.0	0.8	19.2	27.5	4.4	22.6	43.0	2.7	21.0
lities would be more y situation where you l than trying to find ns when deep down you any alternatives.	4.5	5.8	44.2	27.5	4.4	55.5	13.0	5.1	50.2
are involved in your involvement puts u -- you can't move as	55.5	1.7	23.3	19.5	5.1	38.0	25.0	3.5	31.1
le are in control of the obably can't solve your their cooperation.	101.0	0.8	17.1	19.5	5.1	38.7	31.0	3.1	28.8

(continued)

Table 10-7 (continued)

SENTENCES	Per cent of practitioners[b]					
	LIBRARY			AGENCY		
	Rank[c]	%T[d]	%T[e]	Rank[c]	%T[d]	%T[e]
80) If you find that impossible, it may mean accepting your situation as unsolvable and looking for other things you can do that will help you.	4.5	5.8	20.0	13.0	5.8	35.8
86) Most people report such connections.	176.0	0.0	20.0	13.0	5.8	28.5
87) One would think that these connections make a situation harder to get at the heart of.	19.5	3.3	8.3	117.5	1.5	13.1
88) Sometimes this is true -- the more a situation is tied in with other events, the harder it is to get at the heart of.	13.5	4.2	16.7	39.5	3.6	24.1
89) But, for some situations, the more connections you see, the clearer the situation becomes and the easier it is to get at the heart of.	4.5	5.8	21.7	85.5	2.2	32.1
90) If you're stuck on a troublesome situation, you might try looking at how it is connected with other events.	2.0	7.5	27.5	13.0	5.8	39.4
99) Sometimes, you may want to take a less active role in dealing with your problem -- put it out of mind or just observe for a while.	30.5	2.5	28.3	59.0	2.9	34.3
105) It's not selfish, it's necessary.	30.5	2.5	20.0	19.5	5.1	39.4

Table 10-7 (continued)

	Per cent of practitioners[b]								
	LIBRARY			AGENCY			TOTAL		
	Rank[c]	%T[d]	%T[e]	Rank[c]	%T[d]	%T[e]	Rank[c]	%T[d]	%T[e]
that impossible, it may mean ur situation as unsolvable and other things you can do that u.	4.5	5.8	20.0	13.0	5.8	35.8	7.0	5.8	28.4
report such connections.	176.0	0.0	20.0	13.0	5.8	28.5	31.0	3.1	24.5
ink that these connections tion harder to get at the	19.5	3.3	8.3	117.5	1.5	13.1	58.0	2.3	10.9
is is true -- the more a tied in with other events, is to get at the heart of.	13.5	4.2	16.7	39.5	3.6	24.1	21.0	3.9	20.6
situations, the more ou see, the clearer the omes and the easier it is to art of.	4.5	5.8	21.7	85.5	2.2	32.1	21.0	3.9	27.2
ck on a troublesome situ- ght try looking at how it is h other events.	2.0	7.5	27.5	13.0	5.8	39.4	4.0	6.6	33.9
u may want to take a less n dealing with your problem of mind or just observe	30.5	2.5	28.3	59.0	2.9	34.3	43.0	2.7	31.5
ish, it's necessary.	30.5	2.5	20.0	19.5	5.1	39.4	21.0	3.9	30.4

(continued)

Table 10-7 (continued)

SENTENCES	Per cent of practitioners[b]					
	LIBRARY			AGENCY		
	Rank[c]	%T[d]	%T[e]	Rank[c]	%T[d]	%T[e]
111) Or, you can take an emotional approach -- getting emotional and angry and constantly worrying about the situation.	55.5	1.7	18.3	27.5	4.4	27.0
113) Or, you can take an in-your-head approach -- thinking about the situation and trying to change your view of it.	13.5	4.2	19.2	27.5	4.4	30.7
114) One thing that is useful is to try more approaches.	30.5	2.5	25.8	162.5	0.7	22.6
118) If you are trying to get around an obstacle (like a bureaucracy), it may be more helpful to get outside help.	30.5	2.5	25.0	85.5	2.2	45.3
132) It is important to note that while each of these outcomes can be helpful, some of them have little to do with solving situations in any traditional sense of solution.	13.5	4.2	20.8	39.5	3.6	32.8
142) If you take the position that information is anything that is informing to you -- anything that helps you make sense -- then you may want to get information on how other people feel or think.	19.5	3.3	16.7	59.0	2.9	28.5
145) It is likely that at some point in dealing with a troublesome situation you will deal with several different kinds of information.	19.5	3.3	19.2	85.5	2.2	29.9

Table 10-7 (continued)

	Per cent of practitioners[b]								
	LIBRARY			AGENCY			TOTAL		
	Rank[c]	%T[d]	%T[e]	Rank[c]	%T[d]	%T[e]	Rank[c]	%T[d]	%T[e]
take an emotional approach -- ional and angry and constantly out the situation.	55.5	1.7	18.3	27.5	4.4	27.0	31.0	3.1	23.0
take an in-your-head approach about the situation and hange your view of it.	13.5	4.2	19.2	27.5	4.4	30.7	17.0	4.3	25.3
hat is useful is to try more	30.5	2.5	25.8	162.5	0.7	22.6	89.5	1.6	19.5
trying to get around an ike a bureaucracy), it may be l to get outside help.	30.5	2.5	25.0	85.5	2.2	45.3	58.0	2.3	35.8
tant to note that while each of mes can be helpful, some of ittle to do with solving in any traditional sense of	13.5	4.2	20.8	39.5	3.6	32.8	21.0	3.9	27.2
the position that information that is informing to you -- at helps you make sense -- then t to get information on how e feel or think.	19.5	3.3	16.7	59.0	2.9	28.5	31.0	3.1	23.0
y that at some point in h a troublesome situation you ith several different kinds of .	19.5	3.3	19.2	85.5	2.2	29.9	43.0	2.7	24.9

(continued)

Table 10-7 (continued)

SENTENCES	Per cent of practitioners[b]					
	LIBRARY			AGENCY		
	Rank[c]	%T[d]	%T[e]	Rank[c]	%T[d]	%T[e]
147) If you don't have this opportunity to make internal sense, then whatever information you find will not be helpful.	30.5	2.5	20.8	59.0	2.9	32.8
150) One way would be to plan what questions you want to ask someone who is helping you rather than letting the helper lead.	8.5	5.0	30.0	8.5	6.6	45.3
157) And even when you do find relevant facts, they will not be useful unless you can fit them into your internal sense.	55.5	1.7	20.8	27.5	4.4	35.8
188) If you are in an unsolvable situation, you will probably want to focus more on reasons, causes, underlying motives, and history so you can understand why things are happening.	30.5	2.5	22.5	6.0	8.0	41.6
195) When you and your helper have different pictures of what the situation is like and what you want to do, you may end up getting no help and getting more confused.	176.0	0.0	27.5	27.5	4.4	40.9
196) When you decide to get outside help, it will probably be most successful if you decide in advance what you want to do and what you want the "helper" to do.	101.0	0.8	15.0	27.5	4.4	35.8
203) Thus, the first thing to do when you see a helper is to tell him what you want, even if it is just to wade through confusion.	55.5	1.7	22.5	19.5	5.1	41.6

Table 10-7 (continued)

	Per cent of practitioners[b]								
	LIBRARY			AGENCY			TOTAL		
	Rank[c]	%T[d]	%T[e]	Rank[c]	%T[d]	%T[e]	Rank[c]	%T[d]	%T[e]
have this opportunity to make e, then whatever information not be helpful.	30.5	2.5	20.8	59.0	2.9	32.8	43.0	2.7	27.2
be to plan what questions sk someone who is helping you etting the helper lead.	8.5	5.0	30.0	8.5	6.6	45.3	7.0	5.8	38.1
you do find relevant facts, be useful unless you can fit r internal sense.	55.5	1.7	20.8	27.5	4.4	35.8	31.0	3.1	28.8
an unsolvable situation, you want to focus more on es, underlying motives, and u can understand why things .	30.5	2.5	22.5	6.0	8.0	41.6	10.0	5.4	32.7
your helper have different hat the situation is like and to do, you may end up lp and getting more confused.	176.0	0.0	27.5	27.5	4.4	40.9	58.0	2.3	31.1
de to get outside help, it be most successful if you ance what you want to do and the "helper" to do.	101.0	0.8	15.8	27.5	4.4	35.8	43.0	2.7	26.5
st thing to do when you see a tell him what you want, even to wade through confusion.	55.5	1.7	22.5	19.5	5.1	41.6	25.0	3.5	32.7

(continued)

Table 10-7 (continued)

SENTENCES	Per cent of practitioners[b]					
	LIBRARY			AGENCY		
	Rank[c]	%T[d]	%T[e]	Rank[c]	%T[d]	%T[e]
205) If you are trying to make a decision, you may want to tell the helper about you and your likes and dislikes so he can zero in on making a decision that fits you better.	101.0	0.8	5.8	8.5	6.6	26.3
206) If you are in a worry situation where you lack control, you may want to tell the helper about the restraints on you so he'll understand better why you see the situation as a worry.	101.0	0.8	10.0	27.5	4.4	26.3
222) You are the only one who really knows your situation and what will be helpful.	101.0	0.8	20.0	19.5	5.1	36.5
N (# of respondents)[b]	120	----	----	137	----	----

---

[a] This table is derived from Table 10-1. It lists the 20 sentences from the "handboo the most thinking responses from either the library sub-sample, the agency sub-samp

[b] In all, there were 267 practitioner respondents, 126 library and 141 agency. For t respondents who did not complete the "citizen's handbook" section of the questionna The baseline ns for this table, then, are 257 total practitioner sample respondents 137 agency.

[c] This column indicates the rank, with a rank of 1 indicating the sentence with the m responses.

[d] This column (% thought about) indicates the percentage of respondents who thought a

[e] This column (% total) indicates the percentage of respondents who gave any of the f responses to the sentence. To determine what percentage of all responses was alloc thinking response, divide %T (% thought about) by %T (% of total).

Table 10-7 (continued)

	Per cent of practitioners[b]								
	LIBRARY			AGENCY			TOTAL		
	Rank[c]	%T[d]	%T[e]	Rank[c]	%T[d]	%T[e]	Rank[c]	%T[d]	%T[e]
ing to make a decision, you ll the helper about you and dislikes so he can zero in cision that fits you better.	101.0	0.8	5.8	8.5	6.6	26.3	21.0	3.0	16.7
a worry situation where you you may want to tell the he restraints on you so nd better why you see the worry.	101.0	0.8	10.0	27.5	4.4	26.3	43.0	2.7	18.7
ly one who really knows and what will be helpful.	101.0	0.8	20.0	19.5	5.1	36.5	31.0	3.1	28.8
s)[b]	120	----	----	137	----	----	257	----	----

lved from Table 10-1. It lists the 20 sentences from the "handbook" which received
responses from either the library sub-sample, the agency sub-sample, or both.

e 267 practitioner respondents, 126 library and 141 agency. For this analysis, 10
id not complete the "citizen's handbook" section of the questionnaire dropped out.
or this table, then, are 257 total practitioner sample respondents, 120 library and

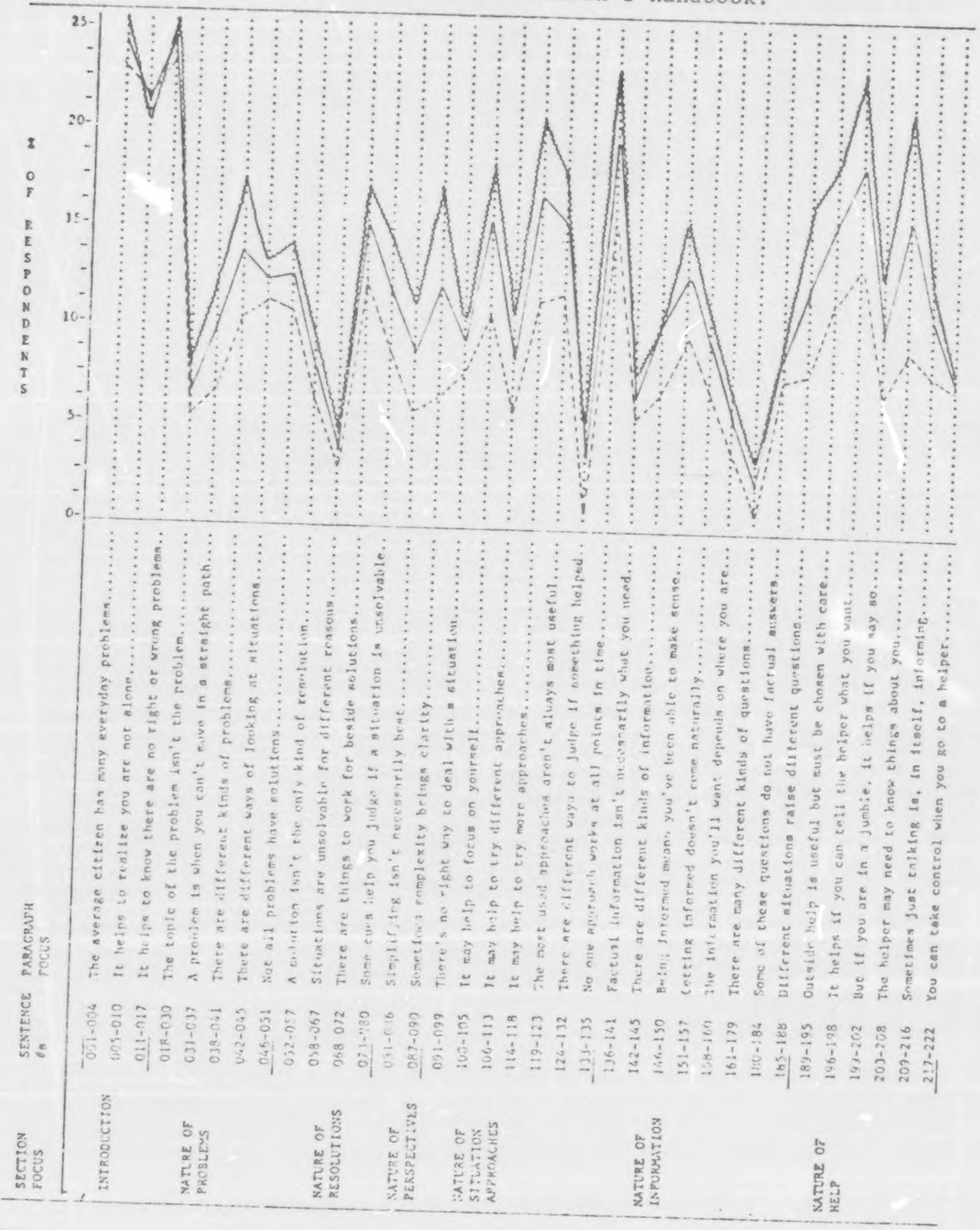
ates the rank, with a rank of 1 indicating the sentence with the most thinking

ought about) indicates the percentage of respondents who thought about the sentence.

tal) indicates the percentage of respondents who gave any of the five possible
sentence. To determine what percentage of all responses was allocated to the
, divide %T (% thought about) by %T (% of total).

Table 10-8

Graphed presentation of average percentages of agreeing responses to sentences within paragraphs of the "citizen's handbook."[a]

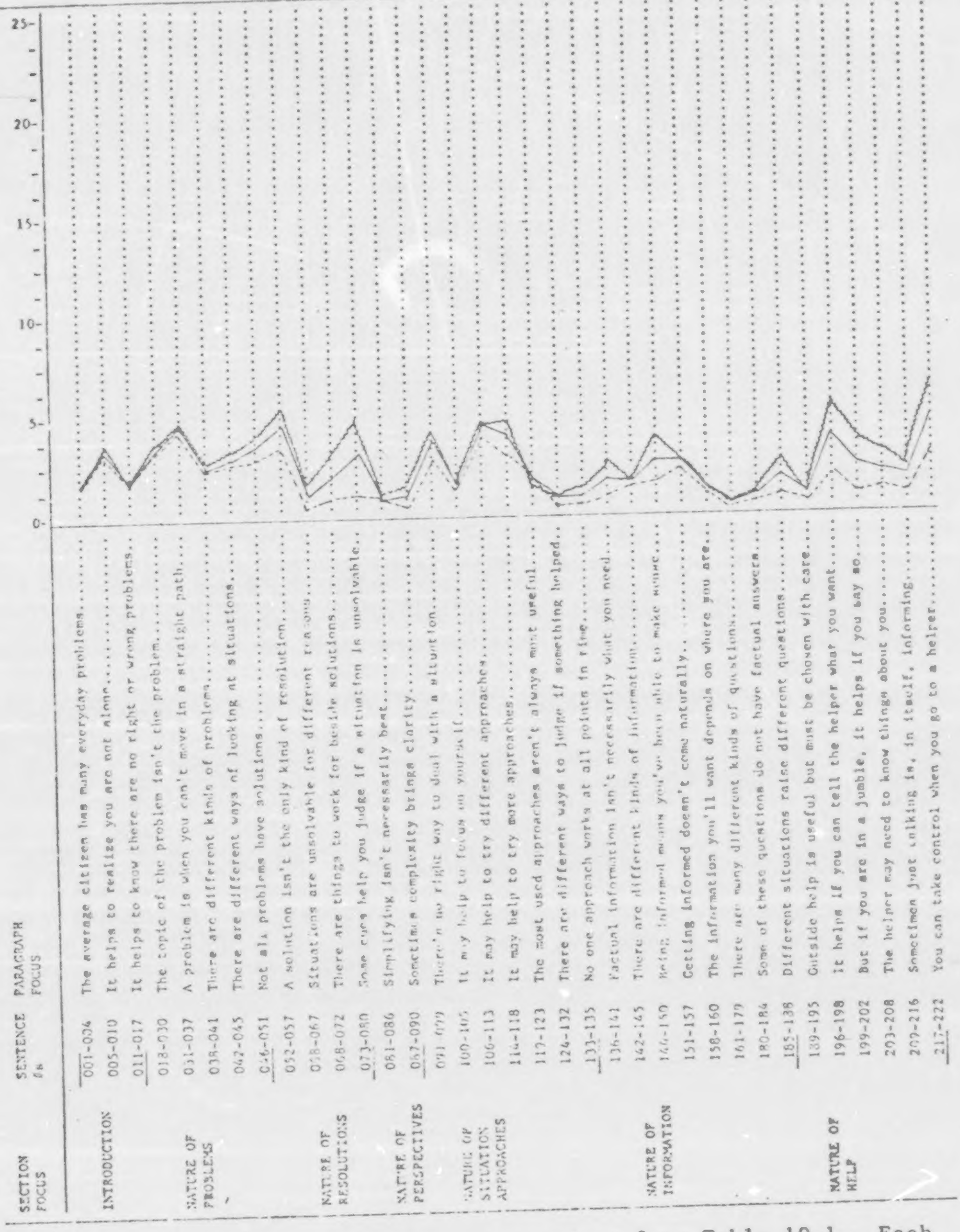


---

[a] This table is based on the paragraph averages from Table 10-1. Each average is the average percentage of agreeing responses to the sentences within each paragraph. The averages here are those that do not differentiate between internal versus external responses. In the graph above, the library sub-sample is indicated by ---; the agency sub-sample by ——; the total practitioner sample by —.

Table 10-9

Graphed presentation of average percentages of disagreeing responses to sentences within paragraphs of the "citizen's handbook."[a]

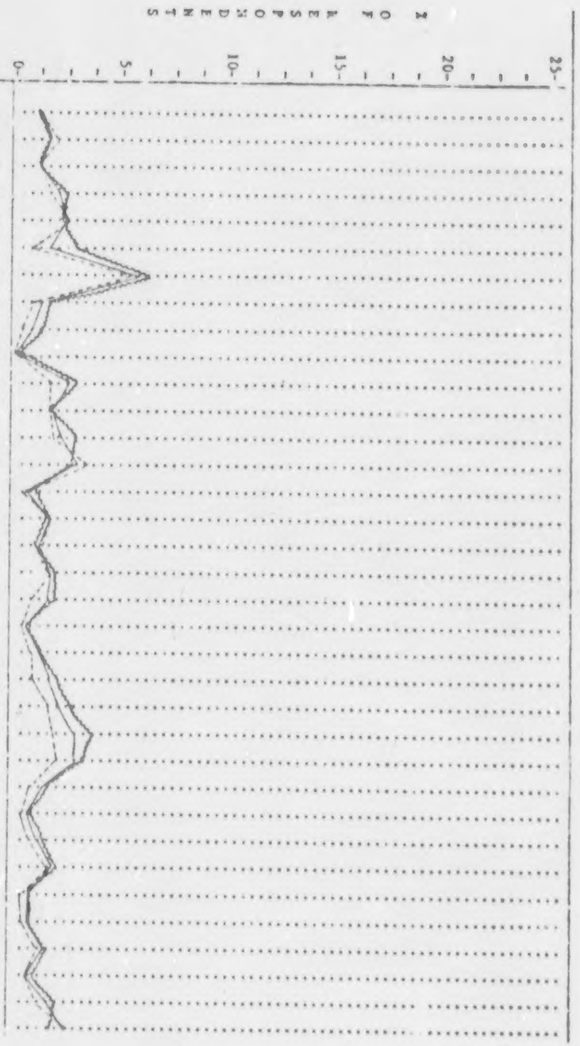


---

[a] This table is based on the paragraph averages from Table 10-1. Each average is the average percentage of disagreeing responses to the sentences within each paragraph. The averages here are those that do not differentiate between internal versus external responses. In the graph above, the library sub-sample is indicated by ---; the agency sub-sample by ——; the total practitioner sample by —.

Table 10-10

Graphed presentation of average percentages of questioning responses to sentences within paragraphs of the "citizen's handbook."[a]

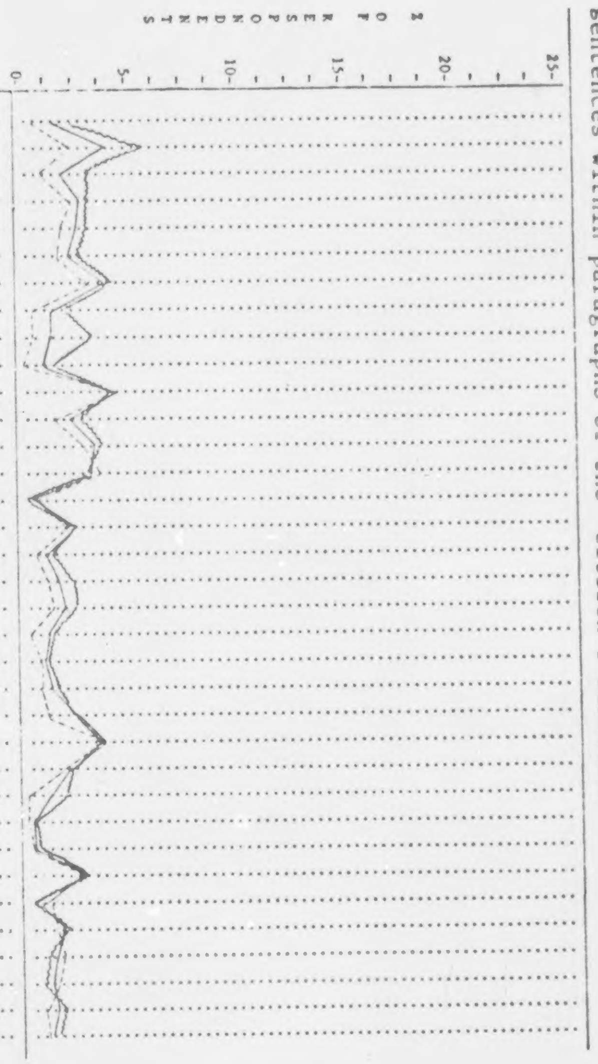


SECTION FOCUS	SENTENCE #s	PARAGRAPH FOCUS
INTRODUCTION	001-004	The average citizen has many everyday problems.........
	005-010	It helps to realize you are not alone..................
	011-017	It helps to know there are no right or wrong problems..
NATURE OF PROBLEMS	018-030	The topic of the problem isn't the problem.............
	031-037	A problem is when you can't move in a straight path....
	038-041	There are different kinds of problems..................
	042-045	There are different ways of looking at situations......
	046-051	Not all problems have solutions........................
NATURE OF RESOLUTIONS	052-057	A solution isn't the only kind of resolution...........
	058-067	Situations are unsolvable for different reasons........
	068-072	There are things to work for beside solutions..........
	073-080	Some cues help you judge if a situation is unsolvable..
NATURE OF PERSPECTIVES	081-086	Simplifying isn't necessarily best.....................
	087-090	Sometimes complexity brings clarity....................
NATURE OF SITUATION APPROACHES	091-099	There's no right way to deal with a situation..........
	100-105	It may help to focus on yourself.......................
	106-113	It may help to try different approaches................
	114-118	It may help to try more approaches.....................
	119-123	The most used approaches aren't always most useful.....
	124-132	There are different ways to judge if something helped..
	133-135	No one approach works at all points in time............
NATURE OF INFORMATION	136-141	Factual information isn't necessarily what you need....
	142-145	There are different kinds of information...............
	146-150	Being informed means you've been able to make sense....
	151-157	Getting informed doesn't come naturally................
	158-160	The information you'll want depends on where you are...
	161-179	There are many different kinds of questions............
	180-184	Some of these questions do not have factual answers....
	185-188	Different situations raise different questions.........
NATURE OF HELP	189-195	Outside help is useful but must be chosen with care....
	196-198	It helps if you can tell the helper what you want......
	199-202	But if you are in a jumble, it helps if you say so.....
	203-208	The helper may need to know things about you...........
	209-216	Sometimes just talking is, in itself, informing........
	217-222	You can take control when you go to a helper...........

[a] This table is based on the paragraph averages from 10-1. Each average is the average percentage of questioning responses to the sentences within each paragraph. The averages here are those that do not differentiate between internal versus external responses. In the graph above, the library sub-sample is indicated by ---; the agency sub-sample by ～～; the total practitioner sample by ——.

Table 10-11

Graphed presentation of average percentages of re-reading responses to sentences within paragraphs of the "citizen's handbook."[a]

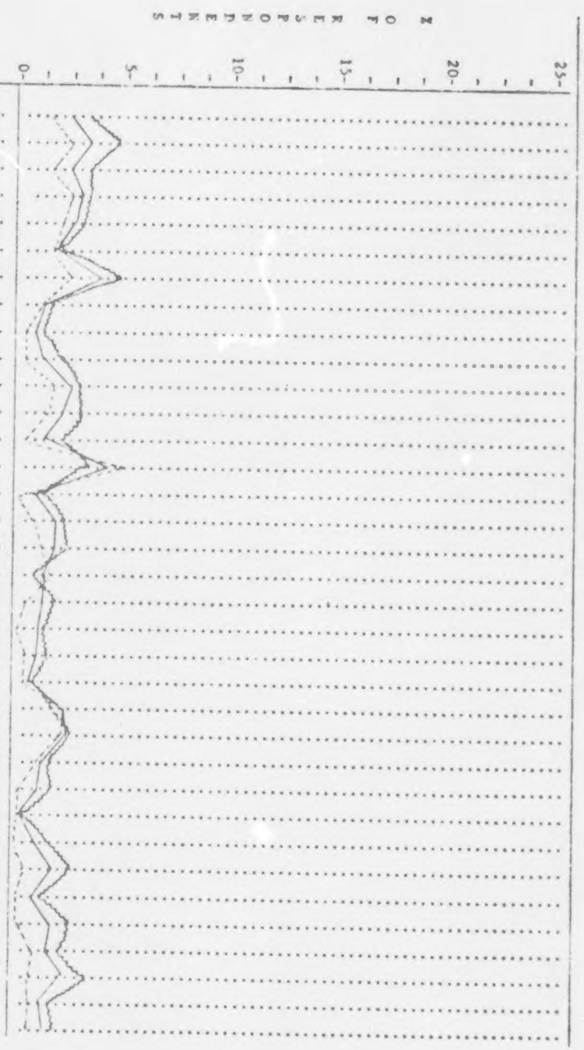


SECTION FOCUS	SENTENCE #s	PARAGRAPH FOCUS
	001-004	The average citizen has many everyday problems........
INTRODUCTION	005-010	It helps to realize you are not alone................
	011-017	It helps to know there are no right or wrong problems..
	018-030	The topic of the problem isn't the problem............
NATURE OF PROBLEMS	031-037	A problem is when you can't move in a straight path....
	038-041	There are different kinds of problems.................
	042-045	There are different ways of looking at situations......
	046-051	Not all problems have solutions.......................
	052-057	A solution isn't the only kind of resolution...........
NATURE OF RESOLUTIONS	058-067	Situations are unsolvable for different reasons........
	068-072	There are things to work for beside solutions..........
	073-080	Some cues help you judge if a situation is unsolvable..
NATURE OF PERSPECTIVES	081-086	Simplifying isn't necessarily best.....................
	087-090	Sometimes complexity brings clarity....................
	091-099	There's no right way to deal with a situation..........
NATURE OF SITUATION APPROACHES	100-105	It may help to focus on yourself.......................
	106-113	It may help to try different approaches................
	114-118	It may help to try more approaches.....................
	119-123	The most used approaches aren't always most useful.....
	124-132	There are different ways to judge if something helped..
	133-135	No one approach works at all points in time...........
	136-141	Factual information isn't necessarily what you need....
NATURE OF INFORMATION	142-145	There are different kinds of information...............
	146-150	Being informed means you've been able to make sense....
	151-157	Getting informed doesn't come naturally................
	158-160	The information you'll want depends on where you are...
	161-179	There are many different kinds of questions............
	180-184	Some of these questions do not have factual answers....
	185-188	Different situations raise different questions.........
	189-195	Outside help is useful but must be chosen with care....
NATURE OF HELP	196-198	It helps if you can tell the helper what you want......
	199-202	But if you are in a jumble, it helps if you say so.....
	203-208	The helper may need to know things about you...........
	209-216	Sometimes just talking is, in itself, informing........
	217-222	You can take control when you go to a helper...........

[a] This table is based on the paragraph averages from Table 10-1. Each average is the average percentage of re-reading responses to the sentences within each paragraph. The averages here are those that do not differentiate between internal versus external responses. In the graph above, the library sub-sample is indicated by ---; the agency sub-sample by ~~~; the total practitioner sample by —.

Table 10-12

Graphed presentation of average percentages of thinking responses to sentences within paragraphs of the "citizen's handbook."[a]



SECTION FOCUS	SENTENCE #s	PARAGRAPH FOCUS
	001-004	The average citizen has many everyday problems.........
INTRODUCTION	005-010	It helps to realize you are not alone..................
	011-017	It helps to know there are no right or wrong problems..
	018-030	The topic of the problem isn't the problem.............
NATURE OF PROBLEMS	031-037	A problem is when you can't move in a straight path....
	038-041	There are different kinds of problems..................
	042-045	There are different ways of looking at situations......
	046-051	Not all problems have solutions........................
	052-057	A solution isn't the only kind of resolution...........
NATURE OF RESOLUTIONS	058-067	Situations are unsolvable for different reasons........
	068-072	There are things to work for beside solutions..........
	073-080	Some cues help you judge if a situation is unsolvable..
NATURE OF PERSPECTIVES	081-086	Simplifying isn't necessarily best.....................
	087-090	Sometimes complexity brings clarity....................
	091-099	There's no right way to deal with a situation..........
NATURE OF SITUATION APPROACHES	100-105	It may help to focus on yourself.......................
	106-113	It may help to try different approaches................
	114-118	It may help to try more approaches.....................
	119-123	The most used approaches aren't always most useful.....
	124-132	There are different ways to judge if something helped..
	133-135	No one approach works at all points in time............
	136-141	Factual information isn't necessarily what you need....
NATURE OF INFORMATION	142-145	There are different kinds of information...............
	146-150	Being informed means you've been able to make sense....
	151-157	Getting informed doesn't come naturally............ ...
	158-160	The information you'll want depends on where you are...
	161-179	There are many different kinds of questions............
	180-184	Some of these questions do not have factual answers....
	185-188	Different situations raise different questions.........
NATURE OF HELP	189-195	Outside help is useful but must be chosen with care....
	196-198	It helps if you can tell the helper what you want......
	199-202	But if you are in a jumble, it helps if you say so.....
	203-208	The helper may need to know things about you...........
	209-216	Sometimes just talking is, in itself, informing........
	217-222	You can take control when you go to a helper...........

[a] This table is based on the paragraph averages from Table 10-1. Each average is the average percentage of thinking responses to the sentences within each paragraph. The averages here are those that do not differentiate between internal versus external responses. In the graph above, the library sub-sample is indicated by ---; the agency sub-sample by ～～ ; the total practitioner sample by —.

CHAPTER XI

CONCLUSIONS AND IMPLICATIONS

This study serves as the second phase in a three-year project. Its purpose is seen as that of a link between the Phase I study of citizens-in-situations and the Phase III development of training modules for helping information practitioners use the client-in-situation approach. Thus, the purpose of this particular study -- the Phase II study -- is to determine how well information practitioners now cope with the client-in-situation approach and to isolate potential foci for the development of training modules.

The essence of the client-in-situation approach is that clients cannot be predicted in advance on the basis of across time-space demographic or personality variables but rather must be treated situationally in terms of the time-space bound characteristics of the situations in which they see themselves embedded. Further, in the client-in-situation approach, it is the client who assesses his own situation; it is the client who judges what information will be helpful and how it will be helpful. Also, in the client-in-situation approach, it is assumed that the client must have the opportunity to make his own personal sense of whatever help the practitioner provides. Without this personal sense, the client will have received no help at all.

This approach requires of the practitioner, then, both a cognitive framework and a repertoire of communications behaviors. The cognitive framework consists of an understanding of citizens-in-situation and, in particular, of how people make sense and how information practitioners can usefully intersect with that sense-making process. The repertoire consists of communications behaviors set in a structure that guides the choice of alternatives depending upon situational conditions. Thus, the client-in-situation approach rests on here-and-now control rather than _a priori_ prediction and requires that the practitioner be skilled at using the communications repertoire to determine what kind of situation the client sees himself in and how he, the practitioner, can usefully intervene.

In this context, then, the Phase II study set out to determine how well practitioners cope cognitively with the client-in-situation approach and to get some beginning indications of their use of communications behaviors as tools in the client-practitioner interaction. The former focus -- the cognitive framework -- was the subject of four of the five data analysis chapters in this report. The purpose was to get a great deal of evidence, from a number of different perspectives, so that conclusions would rest on a sturdy base. The latter focus -- the communications repertoire -- was the subject of only one of the five data analysis chapters. The purpose was to begin to explore the arena of practitioner use of communications as tools. The intent of this chapter is to review the conclusions from the data analysis chapters and to draw major implications for the development of training modules.

The cognitive framework

The major body of the findings, of course, deal with this focus. Practitioners were asked to describe their "collective clients" using 115 different attributes of clients-in-situations. They were also asked to design "ideal systems" for helping citizens where they most need help. In addition, they were asked to indicate their "training strengths" -- those aspects of client-in-situation on which they felt they had sufficient experience and ability to train other practitioners. Finally, they were asked to react to a "citizen's handbook" -- a summary of findings from the Phase I study written as a handbook on situation-facing for the average citizen. Thus, a great deal of data was collected in order to establish a picture of how well the two sub-samples of information practitioners -- library and agency -- coped with the client-in-situation approach.

What is, perhaps, most remarkable about the findings is their consistency across analyses. The results indicate that both sub-samples of practitioners are not now using the client-in-situation approach, do not see themselves as well able to use it, would not design ideal systems using it, and disagree with or have difficulty coping with many of its central concepts. This, the findings in all four analyses showed that:

* The practitioners were best able to deal with only those aspects of client-in-situation which are now the focus in normative systems. The practitioners felt most confident of their ability to describe their "collective clients" along such dimensions as their information-seeking behaviors and the way their situations fit various categorization schemes which allow access to information systems. They also felt confident of their ability to describe their clients' articulation styles at the point of contact with practitioners. In addition, they emphasized these very same aspects of client-in-situation in both their "system design" and "training strengths" portraits. Further, in their reactions to the "citizen's handbook," the practitioners agreed most frequently with statements indicating that citizens have a large number of complex, everyday situations for which they need practitioner help and information. Thus, across analyses, the same portrait emerges. The practitioners focused primarily on those aspects of client-in-situation which involve only that brief space of time when the client is in contact with the practitioner. Yet, as will be shown below, they were frequently highly discrepant from citizens in their emphasis on these aspects.

- The practitioners were best able to treat situations normatively rather than uniquely. Across all analyses, the practitioners focused more on those aspects of client-in-situation which are amenable to treatment normatively within current systems. Thus, the practitioners gave more emphasis in their "collective client," "system design," and "training strengths" portraits to various means of categorizing information and situations. They also gave less emphasis to aspects of client-in-situation which involved the client assessing his own situation or approaching his situation in ways that are not accepted within normative systems. The practitioners also less often described thier own clients as using emotional or interpersonal strategies or being in non-rational situations. These attributes were also less emphasized in both their "system design" and "training strengths" presentations. And, further, while they agreed in their reactions to the "citizen's handbook" that situations are fluid over time, they disagreed consistently with statements that indicated that the client had a unique situation for which only he could judge both its characteristics and its potential resolutions. What emerges, then, is a portrait of these practitioners focusing on that set of situations for which their institutions are organized to deliver prescribed solutions. This portrait is even further shown by a consistent emphasis in the "system design" and "training strengths" analyses on what might be called "the challenging case." Both sub-samples placed more emphasis than citizens did on situations which require more difficult information; both tended to focus more on the situation that is difficult to see clearly. Yet, at the same time, both sub-samples tended to simplify perceptions of situations as seen through the eyes of clients. Thus, they both underemphasized, in all analyses, situations with one or two others involved and overemphasized those with no others involved. What emerges, then, from these findings is a picture of these information practitioners focusing on that sub-set of situations for which their institutions are organized to deliver prescribed solutions. Within that context, they are interested in the challenging case. The individuality of the client's situation is seen as almost irrelevant to this focus.

- The practitioners overemphasized information. In contrast to citizens, the practitioners consistently overemphasized the seeking of information. They gave more emphasis to information requests in describing their current clients, in designing their ideal systems, and in describing their own strengths. They were also discrepant from citizens in their emphasis on too much information and on more difficult to find information. Also, from a whole set of possible situation-facing behaviors, they consistently zeroed in on those involving information-seeking from institutional sources. This pattern was further reinforced by their "citizen handbook" reactions which showed disagreement with statements that suggested that information may not be useful in some situations.

* The practitioners de-emphasized personal sense-making. Across all analyses, the same patterns emerged. In describing their own clients, the practitioners underemphasized, in contrast to citizens, the need for subjective information and overemphasized objective or procedural information. Both de-emphasized clients who want to use more emotional approaches or want practitioners to listen to complaints. In the "citizen's handbook," the practitioners agreed only superficially with the concept that the client must make personal sense. They agreed that making sense involves more than a focus on objective information. But they disagreed more frequently to statements that suggested that objective information might not be useful. And, they indicated confusion about the notion of making internal sense. More telling, however, was the frequent disageement that the practitioners showed for those portions of the handbook which suggested that the client is in control of his own situation and only he can judge it. The pattern of findings, thus, was consistent across analyses. The practitioners gave little emphasis to the need for personal sense-making.

* The practitioners treated the articulation process as a system translation device. Practitioner treatment of concepts dealing with how clients articulate their requests were among the most interesting of the findings. On the one hand, the practitioners frequently agreed with statements in the "citizen's handbook" that the client-practitioner interaction is a difficult one and that the client may have trouble understanding the practitioner. On the other hand, they more frequently disagreed with statements suggesting that the client could take control during the interaction; however, they agreed that it would be helpful if clients formulated questions in advance. Further, the practitioners were confident of their ability to describe their "collective client" articulation styles in terms of their explicitness and stability. Their descriptions of their clients, however, indicated far more stability and explicitness than was indicated for citizens articulations. And, despite the fact that the practitioners described more of their own clients as having more stable and explicit articulations, they overemphasized unstable and inexplicit articulations in both their "system design" and "training strength" portraits. Further, these articulation style attributes frequently clustered. In terms of the pattern of findings, with attributes describing various means of categorizing client situations [illegible]

client information requests. The general pattern of findings, thus, suggests a series of double-binds. On the one hand, the practitioners want clients who get more organized in advance. Further, they describe their own client this way. On the other hand, they do not particularly want clients to take control in the interaction. What they appear to want is the client who gives a clear articulation that meets their systems' demands. When the client is unable to do so, they are willing to help him so that a match can be made to the system.

- The practitioners emphasized rational approaches to situation-facing. In contrast to citizens, the practitioners consistently overemphasized in describing their own clients, their ideal systems, and their own training strengths, the so-called rational approaches to situation-facing. They infrequently focused on emotional or interpersonal strategies. They infrequently emphasized less rational situations such as worries. In contrast, they put more emphasis than citizens did on objective information seeking and decision making. The same pattern of findings emerged from practitioner reactions to the "citizen's handbook" in which the practitioners disagreed with the use of emotional or interpersonal approaches and with the idea that in some cases objective information might not be useful or that a decision-making approach might not always be best. Further, the pattern of findings across all these analyses was one which suggested that the practitioners saw information-seeking as relevant primarily to rational situation approaches. Thus, information-related attributes were rarely clustered in the client, system, and training strength descriptions with attributes describing emotional or interpersonal approaches. And, in the "citizen's handbook," the practitioners more frequently indicated disagreement with the notion that someone might want to seek information on the opinions of people as a means of situation-facing.

- The practitioners had difficulty with the notion of varying situational paths. The data which addressed this issue was gleaned from the "citizen's handbook." While the practitioners indicated general agreement with the notion that situations and client views change over time and that different situations require different approaches, when it came to specifics, they showed more disagreement and considerable confusion. Thus, they disagreed that some situations might not require objective information. They showed confusion in response to the notion that different kinds of situations may require different kinds of approaches and different kinds of information.

- * The practitioners focused on the solutions their institutions are organized to deliver. This conclusion emerges most clearly from the "citizen's handbook" data which showed the practitioners frquently disagreeing with statements suggesting that only the individual-in-the-situation can judge what a resolution is for his situation. The practitioners also indicated more frequent disagreement and confusion in response to statements suggesting that some situations may not have resolutions. This response pattern was further amplified by the practitioner descriptions of their own clients, their ideal systems, and their training strengths where the practitioners consistently focused on the solutions their systems are designed to deliver.

- * The sub-samples veered to their own normative strengths. The pattern of the findings above was consistent across sub-samples. Within this complex of findings, however, each sub-sample veered to its own strengths as seen in current normative approaches. Thus, the library practitioners placed even more emphasis on information, particularly objective information, than the agency practitioners did. In fact, the portrait of the library sub-sample responses can be summarized in terms of the emphasis on objective information delivery. In contrast, the agency portrait is best summarized as an emphasis on the delivery of information for decision-making in difficult situations for which clients need assistance in obtaining resources or services. Thus, the agency practitioners consistently emphasized a broader range of the client's efforts at situation-facing. Yet, both sub-samples were consistently discrepant from citizens in these core emphases.

The repertoire of communications behaviors

Only one analysis chapter in this report focused on this component which is required for implementing the client-in-situation approach. The purpose here was simply to explore practitioner use of communications behaviors as tools for the client-practitioner interaction. Practitioners were asked to indicate how frequently a series of communication "accidents" had occurred during their interactions with clients in the past 6 months. Results showed that:

- * The practitioners had a wide variety of different kinds of communication accidents that had affected their interactions with clients.

- * There was relatively little variance in the frequency of occurrence of different kinds of accidents suggesting that the practitioners did not have certain kinds of accidents much more often than other kinds.

- The one class of accident which seemed to occur more frequently in practitioner perceptions consisted of those that involved getting to the client's picture of his situation.

- The practitioner did not appear to be operating from a repertoire of communications behaviors. Rather, the results suggest that they chose communications behaviors either by chance or by habit rather than in the context of situational conditions.

Implications for training

Based on the portrait above, there is obviously no dearth of training needs. The results are so consistent that they suggest a need for comprehensive training across all aspects of the client-in-situation approach. What particularly shines through is a call for training which illustrates to practitioners the need for implementing the client-in-situation approach as an alternative to current normative approaches. In addition, the results of the exploratory study on the use of communications behaviors suggest the need for training in the use of communication skills.

While the findings consistently show both a lack of use of and, in some instances, a lack of acceptance of client-in-situation concepts, the findings also showed some useful entry points. The practitioners agreed in the "citizen's handbook" analysis that citizens have innumberable everyday situations to face and that they need help. Further, the practitioners also agreed that the practitioner-client interaction is a difficult one. Thus, the practitioners provided a context within which client-in-situation training might be introduced.

It should also be noted that while the findings seem to have an overbearing consistency, they are, of course, based on averages across practitioners. Not all practitioners are the same. Obviously, differences between the two sub-samples emerged. But even more important, there was considerable difference within samples. This is as expected. If clients are to be treated uniquely via a client-in-situation approach, then practitioners as well must be trained uniquely via a practitioner-in-situation approach. This, too, may provide a positive entry point for training. In the Phase I study citizens indicated some considerable difficulty in their attempts to access systems. In the Phase II study, practitioners suggested some difficulties in their attempts to mold citizens to fit systems. In the space between this mismatching, practitioners may welcome an alternative.

BIBLIOGRAPHY

Carter, Richard F., W. Lee Ruggels, Kenneth M. Jackson, and M. Beth Heffner. Application of signalled stopping technique to communication research. In Peter Clarke (Ed.), New models for mass communication research. Beverly Hills, California: Sage Annual Reviews of Communication Research, Vol. II, 1973, Chapter 1.

Carter, Richard F. A journalistic cybernetic. Paper presented at the Conference, "Communication and Control in Social Processes," University of Pennsylvania, Philadelphia, October 31-November 2, 1974a.

Carter, Richard F. Toward more unity in science. Unpublished paper, School of Communications, University of Washington, 1974b.

Carter, Richard F. All manner of soft collisions. Article prepared for the journal of the History Division, Association for Education in Journalism, June 1975a.

Carter, Richard F. Elementary ideas of systems applied to problem-solution strategies. Paper presented at the annual meeting of the Far West Region of the Society for General Systems Research in San Jose, California, October 23-24, 1975b.

Carter, Richard F. Research with PIX. Unpublished paper, School of Communications, University of Washington, 1976a.

Carter, Richard F. Control foci. Unpublished paper, School of Communications, University of Washington, 1976b.

Carter, Richard F. Communication accident record. Unpublished class handout, School of Communications, University of Washington, 1976c.

Dervin, Brenda. The everyday information needs of the average citizen: a taxonomy for analysis. In Manfred Kochen and Joseph Donahue, Information for the community. Chicago: American Library Assoication, 1976a.

Dervin, Brenda. Strategies for dealing with human information needs: information or communication? Journal of Broadcasting, Vol. 20, No. 3, Summer 1976b, pp. 324-51.

Dervin, Brenda. Designing everyday coping information services: data needs for communication planning. Paper presented at the Workshop on Information Needs for Communication Planning, East-West Communication Institute, Honolulu, Hawaii, October 4-8, 1976c.

Dervin, Brenda, Douglas Zweizig, Michael Banister, Michael Gabriel, Edward Hall, Colleen Kwan with John Bowes and Keith Stamm. The Development of strategies for dealing with the information needs of urban residents: Phase I -- citizen study. Final report on project #L0035JA, Grant No. OEG-0-74-7308 to the Office of Education, USDHEW, April 1976.

Dervin, Brenda and Sylvia Harlock with Michael Gabriel, Colleen Kwan, Tamar Pearsall, Louise Scharf, Diane Tefft and Josephine Yung. Paper presented by invitation to the Health Communication Division, International Communication Association annual meeting, Portland, Oregon, April 1976.

Easter Seal Society. Community information system agency profile and resource file index. Published by the Community Information System, Seattle, Washington, 1975-76.

Edelstein, Alex S. _The uses of communication in decision-making. A comparative study of Yugoslavia and the United States._ New York: Praeger Publishers, 1974.

Hewes, Dean E. _et al_. The utility of cross-situational consistency measures of verbal output: an exploratory study. Paper presented at the International Communication Association annual meeting, Portland, Oregon, April 14-17, 1976.

Nie, Norman H., C. Hadlai Hull, Jean G. Jenkins, Karin Steinbrenner, and Dale H. Bent. _SPSS: Statistical package for the social sciences, second edition._ New York, McGraw-Hill Book Company, 1975.

Pearce, W. Barnett and Keith R. Stamm. Co-orientational states and interpersonal communication. In Peter Clarke (Ed.), _New models for mass communication research._ Beverly Hills, California: Sage Annual Reviews of Communication Research, Vol. II, 1973, Chapter 6.

Seattle-King County human services inventory. Published by the City of Seattle, 1975, and compiled by the City of Seattle Office of Policy Planning in conjunction with the King County Department of Budget and Program Planning, United Way, and the Easter Seal Society.

APPENDIX A

QUESTIONNAIRE

URBAN INFORMATION NEEDS PROJECT - PHASE II
School of Communications
School of Librarianship
University of Washington

RESPONDENT #: ____________

DATE: ____________

TIME STARTED: ____________

QUESTIONNAIRE

Welcome! As you already know, our purpose today is to learn as much as we can about how you see your services and your clients. You are one of 200 practitioner respondents participating in this study which is being conducted by the University of Washington School of Communications and School of Librarianship. All of the project respondents are individuals, like yourself, whose everyday jobs involve, at least in part, helping citizens with their everyday need situations. Respondents include social workers, crisis clinic counselors, librarians, information center personnel, and so on. In answering this questionnaire, you will not be asked to tell us very much about yourself. Instead, you will be asked how you see your clients as a group and how you see the situations clients bring to you for assistance. In addition, you will be asked to make some judgments about where services are needed most by citizens for everyday problem solving and how capable the system is now of providing these services. You will also be asked some questions about how well you think things go when you interact with clients.

THERE ARE NO RIGHT ANSWERS TO THIS QUESTIONNAIRE. We are interested in how you see things. In addition, it is important to emphasize that your name and your agency's name will in no way be attached to this questionnaire. The ultimate purpose of this project is to develop training modules that should help you and other practitioners deal more efficiently and effectively with myriad clients. The purpose is not to learn about the characteristics of individual agencies or practitioners but about the characteristics of the client situations practitioners must cope with.

The questionnaire is long. It is designed to be self-administered. Probably the best way for you to proceed is to work as fast as you can and not get too bogged down by any individual question. Part of the questionnaire involves learning to use a set of attributes to describe your clients. We've allowed ample time for this. As you proceed, if you have questions please raise your hand and someone will come to help.

SECTION I: COLLECTIVE CLIENT

You have been handed a copy of THE CHECKLIST. This checklist describes 115 different attributes of clients-in-situations. When a client comes to you he is a person bound in a situation. The situation is what brings him to you. When he comes to you, he has a history in his situation -- perceptions of what has happened already, what he has done, what others have done, how the situation stands. When he tells you about his situation, he has perceptions of what he wants to happen -- what he wants you to do, what he wants to do himself. These perceptions the client has of his situation are what we call client-in-situation. What you can know about a client-in-situation comes, of course, from what the client communicates to you. The 115 attributes in the checklist are ones that have been found useful in describing different clients-in-different situations.

While THE CHECKLIST is long, you will be applying it three times today. While it takes considerable time to get used to the client-in-situation vocabulary, the learning will carry over into the other sections of the questionnaire.

In this first section of the questionnaire, we want you to use THE CHECKLIST to describe your "collective client." What we mean by this is that we want you to describe for us the clients you saw personally in the last six months. Think of all these clients as a group. Your task is to estimate for us what proportion of these clients-in-situations would be described by each attribute on THE CHECKLIST.

Specific instructions:

1. Go through THE CHECKLIST one attribute at a time. Ask yourself for each attribute: "what percentage of the clients I've had in the last six months match this picture -- feel this way...express themselves this way...have this kind of situation...and so on?"

2. Using the answer sheets for Section I (on pages 4 - 8 of the questionnaire) indicate the percentage of your clients who match each attribute. Use percentages from 0% to 100% in 5% increments (e.g. 0%, 5%, 10%, 15%, 20% and so on).

3. If you feel you don't know the percentage of your clients-in-situations who are described by a particular attribute, write in DK (don't know).

4. Be sure to apply the attributes one at a time. While we have organized the attributes into sub-groups to make THE CHECKLIST easier to use, you should not worry about making percentages in any sub-section add to 100%. For each individual attribute ask the basic question: "what percentage of my clients-in-situations could be described this way?"

5. This section of the questionnaire takes about 45 minutes. If you have any questions, please raise your hand.

Some examples:

- Attribute #1 is NEIGHBORHOOD as a topic focus. You would ask yourself: "what percentage of my clients bring situations to me that involve neighborhood issues?"

- Attribute #24 is LISTEN TO A COMPLAINT, a type of request from a client. You would ask yourself: "what percentage of my clients want me to listen to a complaint?"

(continued)

* Attribute #25 is FILL AN INFORMATION REQUEST, another type of request from a client. You would ask yourself: "what percentage of my clients want me to fill an information request?"

* Attribute #30 is NOT STABLE AT ALL, a description of a client articulation that changes completely as the client talks. You would ask yourself: "what percentage of my clients completely change their descriptions of what they want me to do while they are talking to me?"

* Attribute #33 is MAKE A DECISION, a description of what a client might be trying to do in a situation. You would ask yourself: "what percentage of my clients bring situations to me in which they are trying to make a decision?"

* Attribute #34 is GET AROUND AN OBSTACLE, another description of what a client might be trying to do in a situation. You would ask yourself: "what percentage of my clients bring situations to me in which they are trying to get around an obstacle?"

* Attribute #43 is EASY TO GET AT THE HEART OF, a description of how a client might see his situation. You would ask yourself: "what percentage of my clients see the situations they bring to me as easy to get at the heart of?"

* Attribute #51 is REPEATING, a type of situation-facing behavior in which the client describes himself as repeating something or doing something over again. You would ask yourself: "what percentage of my clients have repeated something in the process of facing their situations?"

YOUR ANSWER SHEETS FOR THIS
SECTION START ON NEXT PAGE

4/

COLLECTIVE CLIENT ANSWER SHEET

RECORD HERE THE PERCENTAGE OF YOUR CLIENTS-IN-SITUATIONS TO WHICH YOU FEEL EACH ATTRIBUTE APPLIES. Use percentages from 0% to 100% in 5% increments (e.g. 0%, 5%, 10%, etc.). Use DK for "don't know."

TOPIC FOCUS OF SITUATIONS

1) Neighborhood . . . . ______%
2) Consumer . . . . ______%
3) Housing. . . . . ______%
4) Employment . . . . ______%
5) Education & schooling . . . . ______%
6) Health . . . . ______%
7) Housekeeping & household maintenance . . . . . ______%
8) Transportation . . . . ______%
9) Recreation & culture . . . . ______%
10) Financial matters & assistance . . . . ______%
11) Public assistance & social security . . . . . . ______%
12) Discrimination & race relations. . . . . ______%
13) Child care, family, & personal . . . . ______%
14) Legal. . . . . ______%
15) Family planning & birth control. . . . . ______%
16) Crime & safety . . . . ______%
17) Immigration, migration, & mobility . . . . ______%
18) Veterans & military. . . . . ______%
19) Public affairs . . . . ______%
20) Other. . . . . ______%

RESOLUTION STATE OF SITUATIONS

21) Unresolved . . . . ______%
22) Partially resolved . . . . ______%
23) Completely resolved. . . . . ______%

WHAT ARE CLIENTS ASKING YOU TO DO

24) Listen to a complaint. . . . . ______%
25) Fill an information request. . . . . ______%
26) Fill a resource/service request. . . . . ______%

(continued)

5/

RECORD HERE THE PERCENTAGE OF YOUR CLIENTS-IN-SITUATIONS TO WHICH YOU FEEL EACH ATTRIBUTE APPLIES. Use percentages from 0% to 100% in 5% increments (e.g. 0%, 5%, 10%, etc.). Use DK for "don't know."

HOW EXPLICIT ARE CLIENT REQUESTS

27) Not explicit at all . . . . ______%
28) Somewhat explicit . . . . ______%
29) Explicit . . . . ______%

HOW STABLE ARE CLIENT REQUESTS

30) Not stable at all . . . . ______%
31) Somewhat stable . . . . ______%
32) Stable . . . . ______%

WHAT ARE CLIENTS TRYING TO DO IN THEIR SITUATIONS

33) Make a decision . . . . ______%
34) Get around an obstacle. . . . . ______%
35) Cope with a worry . . . . ______%
36) Live with a problematic situation . . . . ______%
37) Get informed . . . . ______%

HOW MANY OTHERS ARE INVOLVED IN CLIENT SITUATIONS

38) No others . . . . ______%
39) One or two others . . . . ______%
40) Three or more others . . . . ______%

HOW INDEPENDENT ARE CLIENT SITUATIONS FROM OTHER SITUATIONS

41) Independent . . . . ______%
42) Tied in with other situations . . . . ______%

DO CLIENTS FIND IT EASY OR HARD TO GET AT THE HEART OF THEIR SITUATIONS

43) Easy to get at the heart of . . . . ______%
44) Hard to get at the heart of . . . . ______%

WHAT PERSPECTIVES DO CLIENTS PREFER FOR THEIR SITUATIONS

45) Stand back . . . . ______%
46) Get up close . . . . ______%
47) Both stand back/get up close . . . . ______%

(continued)

RECORD HERE THE PERCENTAGE OF YOUR CLIENTS-IN-SITUATIONS TO WHICH YOU FEEL EACH ATTRIBUTE APPLIES. Use percentages from 0% to 100% in 5% increments (e.g. 0%, 5%, 10%, etc.). Use DK for "don't know."

WHAT DO CLIENTS PAY ATTENTION TO IN THEIR SITUATIONS

48) Internal self . . . . ______%
49) External self . . . . ______%
50) Internal other. . . . . ______%
51) External other. . . . . ______%
52) Non-human objects or conditions . . . . ______%

HOW DO CLIENTS RESPOND IN SITUATIONS

53) By directing or pointing. . . . . ______%
54) By connecting to others . . . . ______%
55) By stopping . . . . ______%
56) By continuing/agreeing/giving in. . . . . ______%
57) By repeating. . . . . ______%
58) By being directed or pointed. . . . . ______%
59) By being connected by others. . . . . ______%
60) By being stopped . . . . ______%
61) By being agreed with. . . . . ______%
62) By being made to repeat . . . . ______%

WHAT STRATEGIES DO CLIENTS USE FOR SITUATION-FACING

63) Interpersonal strategy. . . . . ______%
64) Decisioning strategy. . . . . ______%
65) Cognitive strategy . . . . ______%
66) Getting-someone-to-help strategy. . . . . ______%
67) Emotional strategy. . . . . ______%

HOW MUCH INFORMATION DO CLIENTS SEEK IN THEIR SITUATIONS

68) None. . . . . ______%
69) 1-2 information things. . . . . ______%
70) 3-4 information things. . . . . ______%

(continued)

RECORD HERE THE PERCENTAGE OF YOUR CLIENTS-IN-SITUATIONS TO WHICH YOU FEEL EACH ATTRIBUTE APPLIES. Use percentages from 0% to 100% in 5% increments (e.g. 0%, 5%, 10%, etc.). Use DK for "don't know."

DO CLIENTS USE INSTITUTIONAL SOURCES TO GET INFORMATION

71) No institutional sources. . . . . ______%

72) One or more institutional sources . . . . ______%

WHAT TYPE OF INFORMATION DO CLIENTS SEEK IN THEIR SITUATIONS

73) INFORMATION$_1$. . . . . ______%

74) INFORMATION$_2$. . . . . ______%

75) INFORMATION$_3$. . . . . ______%

WHAT DO CLIENTS WANT TO LEARN IN THEIR SITUATIONS

76) To assess the situation/system. . . . . ______%

77) To learn options, alternatives. . . . . ______%

78) To locate in time and space . . . . ______%

79) To learn reasons and causes . . . . ______%

80) To learn ideas of others. . . . . ______%

81) To learn procedures . . . . ______%

DO CLIENTS SEE INFORMATION AS EASY OR HARD TO FIND

82) Easy to find information. . . . . ______%

83) Hard to find information. . . . . ______%

84) Impossible to find information. . . . . ______%

WHEN INFORMATION IS SEEN AS HELPFUL, HOW DO CLIENTS SEE IT AS HELPING

85) Helps client make progress. . . . . ______%

86) Helps client plan . . . . ______%

87) Helps client get clarification. . . . . ______%

88) Helps client get social support . . . . ______%

89) Helps client get self-control . . . . ______%

WHEN INFORMATION IS SEEN AS NOT HELPFUL, WHY DO CLIENTS SAY IT DOESN'T HELP

90) Doesn't help client make progress . . . . ______%

91) Doesn't help client plan. . . . . ______%

92) Doesn't help client get clarification . . . . ______%

93) Doesn't help client get social support. . . . . ______%

94) Doesn't help client get self-control. . . . . ______%

(continued)

RECORD HERE THE PERCENTAGE OF YOUR CLIENTS-IN-SITUATIONS TO WHICH YOU FEEL EACH ATTRIBUTE APPLIES. Use percentages from 0% to 100% in 5% increments (e.g. 0%, 5%, 10%, etc.). Use DK for "don't know."

WHAT DO CLIENTS WANT PRACTITIONERS TO KNOW ABOUT THEM AND THEIR SITUATIONS

95) The nature of situation. . . . . ______%

96) The characteristics of client. . . . . ______%

97) The restraints on client . . . . ______%

98) The client's efforts so far. . . . . ______%

DO CLIENTS EXPECT LIBRARIES TO HAVE INFORMATION THAT WILL HELP

99) Not likely at all. . . . . ______%

100) Somewhat unlikely. . . . . ______%

101) Somewhat likely. . . . . ______%

102) Very likely. . . . . ______%

WHAT BARRIERS DO CLIENTS SEE TO RESOLUTION

103) The situation is not resolvable. . . . . . . ______%

104) The situation is not in the client's control ______%

105) The client lacks resources . . . . ______%

106) The client's emotions or inactivity. . . . . ______%

107) The client doesn't understand others . . . . ______%

108) The client lacks information . . . . ______%

109) An institution (formal group) stands in way. ______%

110) An individual or peer/kin group stands in way ______%

111) The situation is too complex . . . . ______%

112) The situation is recurring . . . . ______%

113) The situation is a societal issue. . . . . . ______%

114) The client lacks time. . . . . ______%

115) The resolution is delayed. . . . . ______%

NOW THAT YOU HAVE FINISHED WITH SECTION I, YOU WILL BE USING THE CHECKLIST AS A GUIDE FOR TWO MORE SECTIONS. PLEASE TURN TO PAGE 9.

SECTION II: DESIGNING A SYSTEM

Now that you have gone through the long and (we admit) somewhat tedious process of identifying your "collective client" and reviewing THE CHECKLIST, we would like you to use THE CHECKLIST again.

This time we want you to ask yourself:

> IF I WERE GOING TO DESIGN A SYSTEM THAT WOULD HELP PEOPLE IN GENERAL -- AVERAGE CITIZENS -- IN AREAS WHERE THEY MOST NEED HELP, WHAT WOULD I EMPHASIZE IN THAT SYSTEM?

We want you, on the basis of your experience as a practitioner, to indicate those areas where you feel a system should be organized to help people deal with their everyday situations. This means, of course, that you feel the system would help people with difficulties in those areas, that the system would give priorities in time and training to those areas.

There is no right answer to this task. You should include any attributes that you feel should be emphasized based on your particular experience as a practitioner.

Specific instructions:

1. Read through THE CHECKLIST once again picking out only those attributes of clients-in-situations which you feel should be emphasized in a system designed to help people where they most need help.

   For example: in pre-tests, one practitioner said he felt his system should help people with inexplicit requests (attribute #27) who wanted to make decisions (#33) and wanted to learn reasons and causes (#79).

2. You should choose attributes that describe a client-in-situation as the client hits your door (or calls you on the phone). Thus, if you feel your system should be organized to deal only with people who have explicit requests before they reach you, you would list attribute #29 (explicit). If you feel your system should be organized to deal with people who have requests that are not explicit at all, you would list attribute #27 (not explicit at all).

3. You may select as many or as few attributes as you'd like. You may select more than one attribute in a section of THE CHECKLIST or you may ignore a section completely.

4. As you select attributes, write them in on the answer sheet on the next page, noting the attribute # (from the checklist) and a brief description of how you see your system emphasizing each attribute.

5. After you have selected all the attributes you want to, you should then rank order those you selected. Use a rank of 1 for that attribute you feel should be emphasized most in the system you are designing; a rank of 2 for the attribute to get the next most emphasis; and so on. You may have ties but, if possible, try not to.

(continued)

6. This section of the questionnaire takes about 20 minutes. If you have any questions, please raise your hand.

An example from pre-test:

One pre-test respondent named 20 attributes. The top portion of his answer sheet looked like so:

Attribute #	DESCRIPTION	RANK
27	help clients with requests that are not explicit	20
54	help clients make connection to find information	19
33	help clients who want to make decisions	16
14	help clients with legal problems	3
21	help clients with unresolved situations	1
26	help clients with resource/service requests	2
73	help clients find INFORMATION$_1$	18

PLEASE NOTE THAT THE EXAMPLE ABOVE IS PROVIDED AS ILLUSTRATION. YOU SHOULD DESIGN A SYSTEM THAT IS UNIQUE TO HOW YOU SEE CITIZENS AND WHAT WOULD HELP THEM MOST.

YOUR ANSWER SHEET FOR THIS SECTION STARTS ON NEXT PAGE

SECTION II: ANSWER SHEET

IF I WERE GOING TO DESIGN A SYSTEM THAT WOULD HELP AVERAGE CITIZENS WHERE I THINK THEY NEED HELP MOST, I WOULD EMPHASIZE THE FOLLOWING:

Record the attribute # from the checklist here ↓	Write in a brief description of how your system would emphasize this attribute here ↓	After listing all the attributes, be sure to rank them here. A rank of 1 should be assigned to the attribute you think should get the most emphasis. If necessary, see instructions on page 9. ↓

SECTION III: TRAINING STRENGTHS

We want you to use THE CHECKLIST one more time. This time we want you to ask yourself:

> WHERE DO I HAVE ENOUGH EXPERIENCE AND ABILITY RIGHT NOW THAT I COULD TRAIN ANOTHER PRACTITIONER TO DEAL WITH THIS ATTRIBUTE OF CLIENTS-IN-SITUATIONS?

Thus, we want you, on the basis of your experience as a practitioner, to indicate those areas where you feel you have enough experience and enough ability to train others.

There is no right answer to this task. No practitioner could be strong in all the client-in-situation attribute areas. We want you to indicate those areas where you feel you are strong enough for training.

Instructions:

1. Read through THE CHECKLIST once again, picking out only those attributes for which you feel you have enough experience and ability that you could train other practitioners.

2. You may select as many or as few attributes as you'd like. You may select more than one attribute in a section or you may ignore a section completely. You should list attributes you feel able to train on regardless of whether the attributes are included in your system design list for Section II.

3. As you select attributes, write them in on the answer sheet on the next page, noting the attribute # and the description.

4. After you have selected all the attributes you want to, you should then rank order those you have selected. Use a rank of 1 for that attribute you consider to be your strongest area; a rank of 2 for the next strongest; and so on. You may have ties but, if possible, try not to.

5. This section of the questionnaire takes about 15 minutes. If you have any questions, please raise your hand.

An example from pre-test.

One pre-test respondent named 15 attributes in which he felt he had enough experience and ability to train other practitioners. The top portion of his answer sheet looked like so:

Attribute #	DESCRIPTION	RANK
2	Could train others ...to help clients with consumer problems	1
108	...to deal with clients who lack information	2
73	...to help clients find INFORMATION$_1$	3
98	...to help clients tell about their efforts so far	15
85	...to help clients make progress	13
65	...to help clients use cognitive approaches	6

YOUR ANSWER SHEET IS ON NEXT PAGE

SECTION III: ANSWER SHEET

I HAVE ENOUGH EXPERIENCE AND ABILITY RIGHT NOW THAT I COULD TRAIN ANOTHER PRACTITIONER TO DEAL WITH THESE ATTRIBUTES OF CLIENTS-IN-SITUATIONS.

Record the attribute # from the checklist here	Write in a brief description of your training emphasis for the attribute here	After listing all the attributes, be sure to rank them here. A rank of 1 should be assigned to the attribute you feel strongest on. If necessary, see instructions on page 12.

SECTION IV: ACCIDENTS

Whenever a client and a practitioner meet, they use communication as a tool for getting some shared picture of what the client wants and what the practitioner might do. In this process, there are always accidents -- things that happen that prevent communication. This section deals with these accidents.

We want to know how often each of a series of communication accidents happens to you when you are dealing with clients. Our intent here is to determine the communication conditions under which information practitioners work. While it might seem that the "best" communicators would have no accidents, this is not so. In fact, practitioners whose jobs require a lot of communication are likely to have more accidents.

Thus, there are no right or wrong answers to this section, and there are no good or bad scores. We want you to be as honest as possible so that we can obtain an accurate picture of the communication environment where you work.

Specific instructions:

1. Picture yourself in the situation in which you and a client are talking together in order to get some sort of shared picture of what each of you will do. Now, think of all these interactions you have had with clients over the last six months. On the basis of this "collective" picture of all these interactions, follow the instructions below.

2. Starting on the next page is a list of communications accidents. For each accident, ask yourself: "How often has this happened to me over the past six months?"

3. Score your answer to the question as follows:

   5 = very often
   4 = often
   3 = sometimes
   2 = seldom
   1 = never

   Write the appropriate number in the blank next to the accident.

4. This section of the questionnaire takes about 10 minutes. If you have any questions, please raise your hand. The accident list starts on the next page.

FOR EACH ACCIDENT, ASK YOURSELF, "How often has this happened to me over the past six months?"
5 = very often
4 = often
3 = sometimes
2 = seldom
1 = never

_____1) Failing to take exception to something a client said which was incorrect and then suffering the consequences.

_____2) Not getting the idea of something a client said to you.

_____3) Being unable to put your ideas for a client into words.

_____4) You failed to listen to a client and gave an incorrect response.

_____5) A client was unable to follow the instructions that you gave.

_____6) Repeating something you said to a client and finding it wasn't necessary.

_____7) Saying something to a client in words that were familiar to you and finding the client thought you talked strangely.

_____8) Failing to say you did not like something a client planned to do and then suffering the consequences.

_____9) Not checking something by asking a client a question and then suffering the consequences.

_____10) You had a good idea for a client but it went to waste.

_____11) You assumed that someone would pass on your message to a client but the message didn't get through.

_____12) Failing to listen to a client and missing something important.

_____13) Not being able to think of an idea for a client's situation.

_____14) Not repeating something important to a client and then finding out it wasn't understood.

_____15) Trying to be friendly to a client and then finding out he is all business.

_____16) Allowing a client to make an incorrect assumption and then suffering the consequences.

_____17) Making a decision about how to handle a client's situation and then finding out there were alternatives you didn't know about.

_____18) Having a lot of ideas in your head for a client but not being able to get them out.

_____19) You had difficulty finding a word you needed in talking with a client.

_____20) Failing to sort out what's important from what a client said to you.

(continued)

FOR EACH ACCIDENT, ASK YOURSELF, "How often has this happened to me over the past six months?"
5 = very often
4 = often
3 = sometimes
2 = seldom
1 = never

____21) A client failed to get the idea you had in mind.

____22) Trying a new "approach" for dealing with a client situation and then finding out that the client would have preferred a more familiar approach.

____23) Suggesting to a client that several things belonged together and then finding out that they didn't at all.

____24) Not stopping an extended client monologue before it got started and then it was too late to interrupt.

____25) Learning how to deal with a client problem by trial and error and then finding out there were alternatives you didn't know about.

____26) You knew how to resolve something but you couldn't explain it to the client.

____27) You were unable to find a way of sending a message to a client.

____28) Trying to keep track of the information offered by the client and overlooking something.

____29) Assuming that a client was thinking the same way you were about his situation but finding out this wasn't true.

____30 Not re-reading some instructions before telling a client what to do and finding out the instructions you gave were wrong.

____31) Giving a client an idea and then having the client react to you instead.

____32) Not stopping a client's rambling explanation when you already had the gist of the need and then it was too late to speak up.

____33) Considering various solutions with a client and then finding out you had a different problem in mind.

____34) Saying something to a client in technical or jargon words and then finding out the client didn't understand at all.

____35) Following a client's words closely and then having nothing to say when he stopped talking.

____36) Assuming that a client was as familiar with an alternative as you were and finding out he wasn't.

____37) Not asking a client if he still wanted you to do something and finding out he had changed his mind.

____38) Assuming that a client had the same experiences dealing with something that you do and then finding out differently.

(continued)

FOR EACH ACCIDENT, ASK YOURSELF, "How often has this happened to me over the past six months?"
5 = very often
4 = often
3 = sometimes
2 = seldom
1 = never

____39) Offering too many suggestions at one time and frustrating a client.

____40) Telling a client that a particular alternative was best and then having him return saying he found a better one.

____41) Saying something to a client in technical words and losing the client's attention.

____42) You referred a client to another agency and then the client didn't follow up.

____43) Thinking you had a client's situation all figured out so you paid less attention to what he was saying and then found out you didn't have the idea at all.

____44) Assuming that a client agreed with what you were going to do and then finding out the client didn't agree at all.

____45) Trying to use the client's vocabulary and then finding out the client thought you were talking down to him.

____46) Having a clear idea in mind of what you wanted to say to a client but finding your tongue saying an entirely different thing.

____47) Sitting and stewing about a client's situation instead of getting information to help you determine what to do.

____48) Not clarifying a client's request by asking for further information and then setting to work on the wrong problem.

____49) Thinking about how you would handle a client's problem instead of listening to what the client was saying and then making a wrong response.

____50) Not asking a client to repeat something back to you and then finding he didn't get your point.

____51) Trying to deal with too many of a client's problems at one time and not helping on any of them.

____52) You suggested a resolution to a client only to find out it was an alternative he had already tried.

____53) Being distracted by other things going on and missing the point of what the client had to say.

(continued)

FOR EACH ACCIDENT, ASK YOURSELF, "How often has this happened to me over the past six months?"
5 = very often
4 = often
3 = sometimes
2 = seldom
1 = never

____54) Thinking about how your boss would handle a client's situation and getting confused about your own ideas.

____55) Making assumptions about the client's situation and finding the assumptions get in the way of what the client is saying.

____56) Starting to work on a solution for a client and finding out it is wrong but being unable to stop.

CAN YOU THINK OF ANY OTHER COMMUNCIATION ACCIDENTS THAT HAPPEN TO YOU ON-THE-JOB? IF SO, PLEASE DESCRIBE THEM BELOW:

THE COMMUNICATION ACCIDENTS LISTED ABOVE HAVE ALL BEEN FROM THE POINT OF VIEW OF THE INFORMATION PRACTITIONER. CAN YOU THINK OF COMMUNICATION ACCIDENTS THAT HAPPEN TO YOUR CLIENTS AS THEY INTERACT WITH YOU? IF SO, PLEASE DESCRIBE THEM BELOW:

SECTION V: CITIZEN'S HANDBOOK

Starting on the next page is a CITIZEN'S HANDBOOK. This HANDBOOK is written for the average citizen or layman. It is a handbook on how to deal with everyday situations. It is an unusual handbook because it is topic free. It talks about ways of looking at situations, ways of coping, ways of thinking. It offers no right answers. Its purpose is to enlarge possibilities and to suggest ideas for understanding and coping with everyday problems and concerns. At this stage, it is a trial handbook. We want you to read and react to the handbook as a practitioner whose job it is to help citizens with their everyday concerns.

As you read the handbook, we want you to mark down your reactions right on the handbook at the point you have the reaction, even if that point is in the middle of a sentence. You can read the handbook through once before reacting. Or, you can react as you read. Whichever method you choose, when you have a reaction indicate it by drawing a slash (/) and then writing in an initial after the slash describing what your reaction was. Use the reactions in the box below. You may use more than one reaction at a given point in the text if you wish. This section of the questionnaire takes about 10 minutes. If you have any questions, please raise your hand.

THE REACTIONS

/A = you agree with that
/D = you disagree with that
/? = you are confused about that or don't understand that
/R = you re-read that
/T = you stopped to think about that

AN EXAMPLE: THIS IS AN EXAMPLE OF REACTIONS ON THE FIRST PARAGRAPH ABOVE.

Starting on the next page is a CITIZEN'S HANDBOOK. This HANDBOOK is written for the average citizen or layman. It is a handbook on how to deal with everyday situations. It is an unusual/A handbook because it is topic free. It talks about ways of looking at situations, ways of coping, ways of thinking./A It offers no right answers./D Its purpose is to enlarge possiblities/T and to suggest ideas for understanding and coping with everday problems and concerns./R At this stage, it is a trial handbook./? We want you to read and react to the handbook as a practitioner whose job it is to help citizens with their everyday concerns. On the basis of your reactions, we will revise the handbook.

THE HANDBOOK STARTS ON THE NEXT PAGE

INSTRUCTIONS

The possible reactions are listed below. Whenever you have a reaction, stop immediately and indicate what your reaction was. You may have more than one reaction at a given point in the text.

/A = you agree with that
/D = you disagree with that
/? = you are confused about that or don't understand that
/R = you re-read that
/T = you stopped to think about that.

CITIZEN'S HANDBOOK

Living in our highly technological society is often very difficult. The average citizen has many everyday concerns to cope with -- housing, getting along with other people, consumer issues, education, legal problems, and so on. This CITIZEN'S HANDBOOK is designed to help you as you go about trying to cope with your everyday problems.

The first helpful thing to know about everyday problems is that you are not alone. Virtually every citizen always has at least two or three everyday concerns. In addition, the combination of these concerns constantly changes. Both your own actions and thoughts as well as outside events affect the nature of your life situations. Today's problem may be gone tomorrow. But tomorrow will bring new problems.

The second helpful thing to know is that there are no right or wrong problems. And, there are no right or wrong solutions. Some other person may not see your situation as a problem. Or, you may know people in situations like your own that don't seem to have the same problems you do. But you are unique -- a different person in a different complex of situations. Only you can judge what is troublesome to you. Only you can judge what will be helpful to you.

WHAT KIND OF PROBLEM DO YOU HAVE?

Problems are bound into situations. It may be helpful for you to think of a

(continued)

INSTRUCTIONS

The possible reactions are listed below. Whenever you have a reaction, stop immediately and indicate what your reaction was. You may have more than one reaction at a given point in the text.

/A = you agree with that
/D = you disagree with that
/? = you are confused about that or don't understand that
/R = you re-read that
/T = you stopped to think about that

problem as something which stops you from progressing - from moving in the direction you desire. This is an unusual way of looking at problems. Usually people ask you: "What kind of problem do you have? A housing problem? A family problem? A consumer problem?" These questions emphasize the topic of the problem. Concentrating on the topic of the problem is useful in some ways. For example, libraries and Yellow Pages are organized this way. So, if you want a book that deals with your situation or if you want to contact an expert, you need to focus on the topic of your problem. The topic, however, has little to do with why you have a problem.

You have a problem because for some reason you can't keep moving in a straight path. This inability to move in a straight path may take on several forms. You may have too many paths that you can take and need to choose among them. This is a common kind of problem, often called a decision. Or, it may be that you haven't any paths -- things are out of control. There doesn't seem to be any way you can predict what's going to happen and you are worried. Or, it may be that you know what path you want to take, what you want to do, but something is blocking your way.

You may be in a situation where you feel there is nothing you can do and you will have to be satisfied with the way things turn out. Or, you may be in a situation where you want to get informed about something -- you want facts, details,

(continued)

INSTRUCTIONS

The possible reactions are listed below. Whenever you have a reaction, stop immediately and indicate what your reaction was. You may have more than one reaction at a given point in the text.

/A = you agree with that
/D = you disagree with that
/? = you are confused about that or don't understand that
/R = you re-read that
/T = you stopped to think about that

understanding, a new way of thinking. Sometimes you may find yourself in more than one of these types of situations at one time. Or, you may find yourself moving from one to another.

What's important about these descriptions of different kinds of problems is that they are different ways of looking at situations. Many experts tell you that you should look at your situation as a decision. But the descriptions above suggest other ways. One helpful thing you can do is to try to change your way of looking at your situation.

It's also important to emphasize that not all problems have solutions. Looking at problems that way may just make you unnecessarily upset. There are situations which you may see as completely unsolvable. This doesn't mean, however, that you can't do anything. There are many things you can do. Some possibilities are outlined below.

A SOLUTION ISN'T THE ONLY KIND OF RESOLUTION

There's a lot of talk about solving problems. Yet, we all know there are some problems that simply cannot be solved in any absolute sense. Getting along with people is one of these. There are many others. No one but you can judge in any final sense whether a situation you are in is solvable.

There are a lot of different reasons people give for situations not being solvable. If you're in a situation that isn't solved, you might ask yourself why.

(continued)

INSTRUCTIONS

The possible reactions are listed below. Whenever you have a reaction, stop immediately and indicate what your reaction was. You may have more than one reaction at a given point in the text.

/A = you agree with that
/D = you disagree with that
/? = you are confused about that or don't understand that
/R = you re-read that
/T = you stopped to think about that

Is it because there is no possible solution? Is the situation outside of your control? Do you lack resources? motivation? information? time? Is someone or something acting as a barrier? Is the situation too big and too complex?

If you conclude that there is no possible solution, there are other things you can work for. You might work on getting control of yourself and your emotions. Or, you might try to clarify and understand the situation. Or, you might seek social support and agreement from other people to help you through the situation. All these possibilities would be more helpful in a worry situation where you don't have control than trying to find alternative actions when deep down you feel there aren't any alternatives.

You might want to look for cues to help you judge whether your situation is unsolvable. One good one is how many other people are involved and how they are involved. When other people are involved in your situation, their involvement puts constraints on you -- you can't move as freely. If the other people are actually standing in your way -- acting as barriers -- you will have even less control. If the other people are in control of the resources, you probably can't solve your situation without their cooperation. This does not mean that you can't solve these situations. It means that doing so involves dealing with these people. If you find that impossible, it may mean accepting your situation as unsolvable and looking for other things you can do that will help you.

(continued)

INSTRUCTIONS

The possible reactions are listed below. Whenever you have a reaction, stop immediately and indicate what your reaction was. You may have more than one reaction at a given point in the text.

/A = you agree with that
/D = you disagree with that
/? = you are confused about that or don't understand that
/R = you re-read that
/T = you stopped to think about that

SIMPLIFYING ISN'T NECESSARILY BEST

Often you hear people say that the way to cope with a problem is to simplify it -- somehow reduce it to its basic parts. Yet, just about any troublesome situation is probably tied in with one or more other situations. Often, your situation has consequences for the future. These connections between a troublesome situation and other events are realistic. Most people report such connections.

One would think that these connections make a situation harder to get at the heart of. Sometimes this is true -- the more a situation is tied in with other events, the harder it is to get at the heart of. But, for some situations, the more connections you see, the clearer the situation becomes and the easier it is to get at the heart of. If you're stuck on a troublesome situation, you might try looking at how it is connected with other events.

HOW TO DEAL WITH YOUR SITUATION

There's no right way to deal with a troublesome situation. Its characteristics change too fast. Your own thoughts about the situation change. Some helpful things seem to happen just by accident. You happen to run into someone who can help. You run across a piece of useful information. You suddenly understand something you didn't before. Sometimes, you may want to take a less active role in dealing with your problem -- put it out of mind or just observe for a while.

(continued)

INSTRUCTIONS

The possible reactions are listed below. Whenever you have a reaction, stop immediately and indicate what your reaction was. You may have more than one reaction at a given point in the text.

/A = you agree with that
/D = you disagree with that
/? = you are confused about that or don't understand that
/R = you re-read that
/T = you stopped to think about that

When you do take an active role, there are some alternatives that are helpful and don't necessarily come naturally. One is the need to focus on yourself -- your own behavior and your ideas, thoughts, and emotions. If you are going to get a handle on your situation, you need to understand and make sense out of it in your own mind. This suggestion contradicts some advice that says you ought to collect information and weigh possibilities. But, you need time to understand the impact of events on you personally. It's not selfish, it's necessary.

Another thing you can do that doesn't come naturally is to try a number of different approaches in dealing with your situation. Many of us think we ought to use a knowledge approach, like reading something or getting information. Many experts tell us we ought to take a decision approach and eliminate and compare alternatives. Yet, there are a number of other ways to approach situations. You can take an interpersonal approach -- talking to others, complaining. Or, you can take an emotional approach -- getting emotional and angry and constantly worrying about the situation. You can also take a getting-someone-to-help approach -- asking for advice or assistance. Or, you can take an in-your-head approach -- thinking about the situation and trying to change your view of it.

One thing that is useful is to try more approaches. If you are stuck on one approach, it might be helpful to try another. Another thing that is useful is to try to fit the approach you are using to your picture of the situation. Chances are if you are in a situation in which you see yourself as worried and out of control,

(continued)

INSTRUCTIONS

The possible reactions are listed below. Whenever you have a reaction, stop immediately and indicate what your reaction was. You may have more than one reaction at a given point in the text.

/A = you agree with that
/D = you disagree with that
/? = you are confused about that or don't understand that
/R = you re-read that
/T = you stopped to think about that

it will be helpful to talk to other people, complain, and get angry. If you are trying to get around an obstacle (like a bureaucracy), it may be more helpful to get outside help.

It's important to know, however, that complaining to others and getting angry or emotional aren't the most useful approaches, even though they are often used. Some of the least used approaches for dealing with situations are often judged later as being the most helpful. One example is changing your view of the situation. People find that very helpful but don't often use it. Another is getting outside help.

How do you judge whether something you did was helpful? You can ask how it helped. Did you make progress? Did you get social support and reassurance? Did you gain self control? Did things become clearer? Were you better able to plan? Each of these is a legitimate outcome and a way of judging whether something was helpful. It is important to note that while each of these outcomes can be helpful, some of them have little to do with solving situations in any traditional sense of solution.

While you are working your way through your situation, you should also recall that both the situation and your view of the situation will change. This means that what may be useful at one time may not be useful at another. No one approach will work for all situations or all points in time.

(continued)

INSTRUCTIONS

The possible reactions are listed below. Whenever you have a reaction, stop immediately and indicate what your reaction was. You may have more than one reaction at a given point in the text.

/A = you agree with that
/D = you disagree with that
/? = you are confused about that or don't understand that
/R = you re-read that
/T = you stopped to think about that

WHAT ABOUT INFORMATION?

There's no doubt that you need to learn things or come to understand them in order to deal with troublesome situations. You need to make sense out of your situation in order to know what to do. But should you collect factual information? Not necessarily. It depends on what kind of sense you are looking for or need.

If you take the position that information is anything that is informing to you -- anything that helps you make sense -- then you may want to get information on how other people feel or think. Or, you may want to focus on the information you already have in your head and re-organize it to get a new view of your situation. You may want to get information -- such as the information presented in this HANDBOOK -- on procedures for coping with your situation. It is likely that at some point in dealing with a troublesome situation you will deal with several different kinds of information.

In all cases, being informed means that you make sense of what's going on and what you've heard or read. If you don't have this opportunity to make internal sense, then whatever information you find will not be helpful. Also, you cannot assume that when you are talking to others they will give you this chance to make internal sense. You may have to plan to do things that will help you make sense. One way would be to plan what questions you want to ask someone who is helping you rather than letting the helper take the lead.

(continued)

INSTRUCTIONS

The possible reactions are listed below. Whenever you have a reaction, stop immediately and indicate what your reaction was. You may have more than one reaction at a given point in the text.

/A = you agree with that
/D = you disagree with that
/? = you are confused about that or don't understand that
/R = you re-read that
/T = you stopped to think about that

No matter what kind of sense you are looking for, it's important to realize that stopping in the middle of a situation to get informed is not easy. It doesn't come naturally. You might even think of getting "information" as a detour. For some reason you can't keep going in a straight path without getting a new kind of sense. This detour is often made harder in our society by the emphasis placed on facts. There are some situations where you may well feel that the last thing you need would be more facts. And even when you do find relevant facts, they will not be useful unless you can fit them into your internal sense.

What kinds of information can you go about finding? Usually, people ask you whether you want this fact or that one. Actually, though, the kind of information you want to find will depend on where you are in your situation and where you see yourself going.

You may want to locate yourself or others in time and space. How can you find people? When should you do things? You may want to learn the reasons, causes, underlying motives, and history of your situation. Why did things happen? What caused them? What were the motives? You may want to assess the situation or system. What's your situation like? What resources are available? What are the rules? You may want to know what others think. What are other ideas? Do others agree? You may want to learn other possibilities. What alternatives are best for you? You may want to learn about procedures for doing things. How can you think about this

(continued)

INSTRUCTIONS

The possible reactions are listed below. Whenever you have a reaction, stop immediately and indicate what your reaction was. You may have more than one reaction at a given point in the text.

/A = you agree with that
/D = you disagree with that
/? = you are confused about that or don't understand that
/R = you re-read that
/T = you stopped to think about that

situation? How can you do something?

Each of these is a good question to ask. However, some are questions for which books and experts have no answers. They are not all factual questions. Sometimes this is hard to understand. Facts or objective information are not the only kind of information you need in order to cope.

If you're in a decision situation, you will probably want to focus more on the different possibilities so you can make progress toward a decision that fits you well. If you're in a worry situation, you will probably want to focus more on figuring out the situation and system so you can predict and understand it better. If you are trying to get around a barrier, you will probably want to focus more on procedures so you can learn how to do it. If you are in an unsolvable situation, you will probably want to focus more on reasons, causes, underlying motives, and history so you can understand why things are happening.

SHOULD YOU GET OUTSIDE HELP?

It depends. Getting outside help is frequently named as a useful way of dealing with troublesome situation. It's important, though, to choose whom you go to carefully. One of the difficulties in getting outside help -- whether from friends or experts -- is that the helper is not necessarily going to hear your problem the same way you mean to explain it. While you may be thinking of a worry in which you need more self control, the helper may be thinking of a decision in which you should be getting a solution. When you and your helper have different

INSTRUCTIONS

The possible reactions are listed below. Whenever you have a reaction, stop immediately and indicate what your reaction was. You may have more than one reaction at a given point in the text.

/A = you agree with that
/D = you disagree with that
/? = you are confused about that or don't understand that
/R = you re-read that
/T = you stopped to think about that

pictures of what the situation is like and what you want to do, you may end up getting no help and getting more confused.

When you decide to get outside help, it will probably be most successful if you decide in advance what you want to do and what you want the "helper" to do. If you can tell the helper what kind of situation you see yourself in, things will probably go better. You can't assume that even a professional helper will be skilled at reading your mind or seeing the world the way you do.

But what about when your problem is in a jumble, when you are confused, and really need someone to listen to your anger and your complaint? Many people want this kind of help. When you are seeking this kind of help, it will probably work best if you tell the helper this is what you want right from the start. Otherwise, you may find the helper forcing you to get definite when you are not ready to be definite.

Thus, the first thing to do when you see a helper is to tell him what you want, even if it is just to wade through confusion. You will also want to think of what the helper may need to know about you in order to be really helpful. If you are trying to make a decision, you may want to tell the helper about you and your likes and dislikes so he can zero in on making a decision that fits you better. If you are in a worry situation where you lack control, you may want to tell the helper about the restraints on you so he'll understand better why you see the situation as a worry. If you are trying to get around an obstacle, you may want to tell the

(continued)

INSTRUCTIONS

The possible reactions are listed below. Whenever you have a reaction, stop immediately and indicate what your reaction was. You may have more than one reaction at a given point in the text.

/A = you agree with that
/D = you disagree with that
/? = you are confused about that or don't understand that
/R = you re-read that
/T = you stopped to think about that

helper what you have tried already and why it didn't work so you won't have to go over ideas you've thought of already. If you are just trying to be better informed about a situation, you may want to tell the helper how you see the situation so the helper might offer new ways of looking at it.

No matter for what reason you seek outside help and no matter from whom, the process of talking about your situation to someone else will probably be, in itself, informing. You may find yourself solidifying your understanding. Or, you may find yourself changing your view of your situation in mid-stream. Most helpers probably can deal with the former -- helping you solidify your view. However, when you start to change your picture, you may find some helpers trying to make you return to your former view. In such cases, you will want to hold your ground. It is not unreasonable that you have changed your view. In fact, it's often useful.

Most important is the notion that you can take control of the situation when you go to a helper. You can plan what you want. If you find a helper asking you the wrong questions, you can guide the helper in the questions he asks you. If you find a helper trying to reach for a definite solution when that's not what you want, you can tell him what kind of advice you are looking for. You are, after all, the person with the problem. You are the only one who really knows your situation and what will be helpful.

WOULD YOU LIKE TO ADD SOME IDEAS TO THE CITIZENS' HANDBOOK? IF SO, USE THE BACK OF THE PAGE.

SECTION VI: YOUR AGENCY

In this section, we are asking a few questions about your agency so we can make some comparisons across different types of service. Please note that we are making no record on this questionnaire of either your name or your agency's name. This section of the questionnaire takes about 5 minutes. If you have any questions, please raise your hand.

1. What kind of services does the agency you work for offer? On the list below, please indicate all the functions your agency performs. In addition, indicate all the functions you individually perform. Please check (X) appropriate answers.

FUNCTION AND DESCRIPTION	CHECK THOSE PERFORMED	
	Agency	You
INFORMATION AND/OR REFERRAL SERVICES: involving information delivery to individual clients or referral of individual clients to other agencies.		
RESOURCE OR SERVICE DELIVERY: delivering tangible material goods (e.g. emergency food, welfare) or a non-information service (e.g. house repair, budgeting, classes, training). Note: The delivery of books or library materials should be checked below under "Library."		
CRISIS CENTER: involving crisis intervention.		
COUNSELING: involving individual or group therapy.		
LIBRARY: providing library materials and programs to community or specified groups.		
MASS MEDIA: creating messages for transmission via one of the mass media (radio, TV, newspapers, or magazines).		
PUBLIC INFORMATION: creating original pamphlets and other materials that serve a public information function in particular areas.		

(continued)

2. What topics are the focus of your agency? On the list below, check (X) all topics which your agency emphasizes or covers. For more detailed explanation of the topic areas, see the first page of THE CHECKLIST.

____Neighborhood

____Consumer

____Housing

____Employment

____Education & schooling

____Health

____Housekeeping & household maintenance

____Transportation

____Recreation & culture

____Financial matters & assistance

____Public assistance & social security

____Discrimination & race relations

____Child care, family & personal problems

____Legal

____Family planning & birth control

____Crime & safety

____Immigration, migration, & mobility

____Veterans & military

____Public affairs

____All of the above

____Other (please specify:______________________________)

3. What age groups does your agency serve? Indicate below all age groups into which your agency's clients fall. In checking, please use an X.

____up to 5 years of age

____6 to 12 years of age

____13 to 18 years of age

____19 to 30 years of age

____31 to 59 years of age

____60 to 65 years of age

____66 years of age or older

____All of the above

(continued)

4. Does your agency specialize in meeting the needs of any particular racial/ethnic group(s)? Please check (X) appropriate answers.

____no

____yes

Check below which group(s):

____Black

____Chicano

____Chinese

____Filipino

____Japanese

____Korean

____Native American

____Other (please specify:____________________)

5. How many years have you worked for the agency which now employs you? Please check (X) appropriate answer.

____less than 1 year

____1 - 2 years

____3 - 4 years

____5 - 6 years

____7 - 8 years

____9 or more years

6. How many years have you done the kind of work you are currently doing (i.e. the work which brought you here as a respondent)? Include in your answer any time you spent working for any agency other than the one that currently employs you. Please check (X) answer.

____less than 1 year

____1 - 2 years

____3 - 4 years

____5 - 6 years

____7 - 8 years

____9 or more years

(continued)

7. In which of the following areas have you had some formal education? Please check (X) below all appropriate answers.

____training in business or management

____training in communications

____training in librarianship

____training in psychiatry

____training in psychology

____training in social work

____other (please specify:________________________)

8. Finally, how many years of education have you had? Please check (X) answer.

____0 - 6 years (finished grade school)

____7 - 9 years (finished junior high school)

____10 - 11 years (some high school)

____12 years (finished high school)

____13 - 15 years (some college)

____16 years (finished college)

____17 or more (graduate school)

9. Please indicate the time you finished this section:____________________

10. Please write in here any comments or reactions you had to this questionnaire which you would like to share with us. If needed, use back of page.

THANK YOU

APPENDIX B

THE CHECKLIST

THE CHECKLIST

1/

TOPIC FOCUS OF SITUATIONS: the situations which clients bring to you generally fall into one or more topic areas.

1)	Neighborhood	*Neighborhood noise, dogs, rats, parking problems, inadequate services, etc.*
2)	Consumer	*Product/service quality, availability, information; consumer protection; etc.*
3)	Housing	*Loans, mortgages, places to live, landlord problems, etc.*
4)	Employment	*Unemployment, getting jobs, job training, etc.*
5)	Education & schooling	*Getting education, cost of, availability, parent-student-teacher conflicts, etc.*
6)	Health	*Health difficulties, health insurance, cost/availability/adequacy of health care, etc.*
7)	Housekeeping & household maintenance	*Regulations, utilities, house repairs, car repairs, do-it-yourself projects, etc.*
8)	Transportation	*Public transportation availability/cost, automobile financing, car insurance, etc.*
9)	Recreation & culture	*Recreation opportunities/cost, recreational area quality and supervision, etc.*
10)	Financial matters & assistance	*Budgeting, taxes, retirement, investments, real estate, life insurance, etc.*
11)	Public assistance & social security	*Welfare, medical assistance, unemployment benefits, food stamps, emergency funds, etc.*
12)	Discrimination & race relations	*Racial tensions, discrimination based on sex, race, age, etc.*
13)	Child care, family, & personal	*Family relationships, personal problems, separations, divorces, child care, etc.*
14)	Legal	*Contracts, documents, getting legal help, understanding the law, etc.*
15)	Family planning & birth control	*Birth control, family size, adoptions, etc.*
16)	Crime & safety	*Law enforcement, street lights, street crime, etc.*
17)	Immigration, migration, & mobility	*Language difficulties, citizenship, being new to area, etc.*
18)	Veterans & military	*GI benefits and rights, enlisting, etc.*
19)	Public affairs	*Political issues, news, current events, locating people and places, etc.*
20)	Other	*Anything not listed above.*

(continued)

RESOLUTION STATE OF SITUATIONS: clients see the situations they bring to you as being in different stages of resolution.

21) Unresolved	*In some situations, clients see themselves as having made NO progress toward resolution.*
22) Partially resolved	*In some situations, clients see themselves as having made SOME progress toward resolution.*
23) Completely resolved	*In some situations, clients see themselves as having reached resolution.*

WHAT ARE CLIENTS ASKING YOU TO DO: the requests that clients have of you may be articulated in different ways.

24) Listen to a complaint	*Some clients want to lament and complain about their situations.*
25) Fill an information request	*Some clients want to know something, to become informed, to understand something.*
26) Fill a resource/service request	*Some clients make specific requests for resources (e.g. money, objects) or services (e.g. legal aid, education).*

HOW EXPLICIT ARE CLIENT REQUESTS: client articulations vary in the degree to which they give you a clear indication of what is wanted.

27) Not explicit at all	*Some clients give you no indication in initial articulation of what they want you to do.*
28) Somewhat explicit	*Some clients give you some indication of what they want you to do, but it's not enough for you to really know what they want so you can figure what you might do.*
29) Explicit	*Some clients tell you exactly what they want you to do.*

HOW STABLE ARE CLIENT REQUESTS: the requests that clients have of you may change over time while they are being articulated.

30) Not stable at all	*As some clients talk, their descriptions of what they want you to do completely change.*
31) Somewhat stable	*As some clients talk, their descriptions change enough to make you unsure of what they what you to do.*
32) Stable	*As some clients talk, their requests to you remain the same over time.*

(continued)

31

WHAT ARE CLIENTS TRYING TO DO IN THEIR SITUATIONS: clients differ in what they are trying to do in their situations.

33) Make a decision	*Some clients want to make a choice between two or more options or alternatives.*
34) Get around an obstacle	*Some clients know what they want to do but obstacles or barriers stand between them and their goals.*
35) Cope with a worry	*Some clients see themselves as anxious and unable to control things in their situations.*
36) Live with a problematic situation	*Some clients see themselves in situations where there is nothing they can do and they have to be satisfied with the way things turn out.*
37) Get informed	*Some clients see themselves in situations where they want to know something, understand, think, comprehend, learn, get facts, or be informed about someone or something.*

HOW MANY OTHERS ARE INVOLVED IN CLIENT SITUATIONS: some clients see themselves as having no contact with other people or groups in their situations; other clients see one or more people or groups as somehow involved.

38) No others	*Some clients see themselves as alone; their situations do not involve contact with other people or groups.*
39) One or two others	*Some clients see themselves as involved in their situations with one or two others (individuals or groups).*
40) Three or more others	*Some clients see themselves as involved in their situations with three or more others (individuals or groups).*

HOW INDEPENDENT ARE CLIENT SITUATIONS FROM OTHER SITUATIONS: some clients see their situations as having no connection to other situations; some see their situations as being tied in with one or more other situations.

41) Independent	*Some clients see the stiuations they bring to you as having no connection or tie to other situations.*
42) Tied in with other situations	*Some clients see the situations they bring to you as being tied in with or connected to at least one other situation.*

(continued)

4/

DO CLIENTS FIND IT EASY OR HARD TO GET AT THE HEART OF THEIR SITUATIONS: some clients see the situations they bring to you as easy to get at the heart of; others see their situations as hard to get at the heart of.

43)	Easy to get at the heart of	*Some clients see the situations they bring to you as easy to get at the heart of.*
44)	Hard to get at the heart of	*Some clients see the situations they bring to you as hard to get at the heart of.*

WHAT PERSPECTIVES DO CLIENTS PREFER FOR THEIR SITUATIONS: some clients prefer to stand back and get an overall view of the situations they bring to you; others want to get up close; others want to do both.

45)	Stand back	*Some clients want to stand back and get an overall view of situations they bring to you.*
46)	Get up close	*Some clients want to get up close and examine details in situations they bring to you.*
47)	Both stand back/get up close	*Some clients want to take both perspectives for situations they bring to you.*

WHAT DO CLIENTS PAY ATTENTION TO IN THEIR SITUATIONS: clients in different situations pay attention to different things at different times -- sometimes they focus on their own behaviors; sometimes on their own internal states (e.g. emotions, thoughts); sometimes on the behavior of others; sometimes on the internal states of others; sometimes on external objects or conditions.

48)	Internal self	*When some clients bring their situations to you, they want to focus on their own internal states (e.g. emotions, beliefs, thoughts).*
49)	External self	*When some clients bring their situations to you, they want to focus on their own external states (e.g. own observable actions, behaviors, or qualities).*
50)	Internal other	*When some clients bring their situations to you, they want to focus on the internal states (e.g. emotions, beliefs, thoughts) of other people.*
51)	External other	*When some clients bring their situations to you, they want to focus on the external states (e.g. observable actions, behaviors, or qualities) of others.*
52)	Non-human objects or conditions	*When some clients bring their situations to you, they want to focus on non-human objects or conditions.*

(continued)

5/

HOW DO CLIENTS RESPOND IN SITUATIONS: clients in different situations use different tactics for situation-facing at different points in time.

53)	By directing or pointing	*In the process of facing their situations, some clients direct their own behavior, at least once -- actively do something, make decisions, seek information, or secure resources or services.*
54)	By connecting to others	*In the process of facing their situations, some clients make contact with at least one other person, including informal contacts (e.g. friends) and formal contacts (e.g. agencies).*
55)	By stopping	*In the process of facing their situations, some clients stop themselves at least once -- procrastinate, retreat from something, express dislike, see no possible moves to make or see too many moves to make.*
56)	By continuing/agreeing/ giving in	*In the process of facing their situations, some clients continue at least once -- they have been pointed in a direction and continue in that direction either because they like the direction or because they give in to someone or because they agree with someone.*
57)	By repeating	*In the process of facing their situations, some clients repeat something at least once -- they do something over again.*
58)	By being directed or pointed	*In the process of facing their situations, some clients are directed or pointed by someone else at least once -- they receive orders, information, advice, service, or suggestions.*
59)	By being connected by others	*In the process of facing their situations, some clients are contacted at least once by another person (formal or informal contact) in relation to their situation.*
60)	By being stopped	*In the process of facing their situations, some clients are stopped at least once by something or someone -- health, malfunctioning machines, fearful situations, or being disagreed with or disliked.*
61)	By being agreed with	*In the process of facing their situations, some clients receive an agreement from someone at least once.*
62)	By being made to repeat	*In the process of facing their situations, some clients are made to repeat something or do something over again by someone or something else at least once.*

(continued)

6/

WHAT STRATEGIES DO CLIENTS USE FOR SITUATION-FACING: clients in different situations may show preferences for particular situation-facing strategies.

63)	Interpersonal strategy	*When some clients bring their situations to you, they prefer to use an interpersonal approach -- complain to someone, find someone who agrees with them, or talk to someone.*
64)	Decisioning strategy	*When some clients bring their situations to you, they prefer to use a decisioning approach -- try out a possible solution, eliminate an approach, compare at least two alternatives.*
65)	Cognitive strategy	*When some clients bring their situations to you, they prefer to use a cognitive approach -- spend time reading or thinking or change their view of their situation.*
66)	Getting-someone-to-help strategy	*When some clients bring their situations to you, they prefer to use the getting-someone-to-help approach -- ask someone what to do or ask someone for help.*
67)	Emotional strategy	*When some clients bring their situations to you, they prefer to use an emotional approach -- they get emotional or angry and are unable to put their situations out of mind.*

HOW MUCH INFORMATION DO CLIENTS SEEK IN THEIR SITUATIONS: clients in different situations try to learn, find out, or come to understand different numbers of things.

68)	None	*When they bring their situations to you, some clients do not want to learn, find out, or come to understand anything.*
69)	1-2 information things	*When they bring their situations to you, some clients want to learn, find out, or come to understand 1-2 things.*
70)	3 or more information things	*When they bring their situations to you, some clients want to learn, find out, or come to understand 3 or more things.*

(continued)

7/

DO CLIENTS USE INSTITUTIONAL SOURCES TO GET INFORMATION: clients in different situations may or may not seek information from institutional sources.

71) No institutional sources	*In the process of facing their situations, some clients do not seek information from institutional sources.*
72) One or more institutional sources	*In the process of facing their situations, some clients seek or get relevant information from one or more institutional sources.*

WHAT TYPE OF INFORMATION DO CLIENTS SEEK IN THEIR SITUATIONS: in different situations, clients try to find, or learn, or come to understand different things. Sometimes they focus on objective information (INFORMATION$_1$); sometimes on internal understanding (INFORMATION$_2$); sometimes on procedures for information seeking (INFORMATION$_3$).

73) INFORMATION$_1$	*When they bring their situations to you, some clients try to find out objective information, facts, data.*
74) INFORMATION$_2$	*When they bring their situations to you, some clients try to re-organize or change their own internal information (understanding, perspective, own motives and feelings).*
75) INFORMATION$_3$	*When they bring their situations to you, some clients try to find information about how to find either INFORMATION$_1$ or INFORMATION$_2$ (how to find specific data, how to ask the right questions, how to think, how to learn, how to get a new way of thinking).*

(continued)

WHAT DO CLIENTS WANT TO LEARN IN THEIR SITUATIONS: clients in different situations try to learn, find out, or come to understand different kinds of things. Sometimes they want to learn about their situations and the system; sometimes they want to learn about options; sometimes about procedures; sometimes about the reasons and history of situations; sometimes about the ideas and opinions of others; sometimes about timing or location considerations.

76)	To assess the situation/system	*When they bring their situations to you, some clients try to learn about the situation or system -- what resources are available, what are the laws and rules, what is the structure of the system, who else is involved, how others and self are involved, or how well the system works.*
77)	To learn options, alternatives	*When they bring their situation to you, some clients already have goals and want to learn about possible options and comparisons of options, about their own priorities, or about the "best" options.*
78)	To locate in time and space	*When they bring their situations to you, some clients are concerned with timing and location considerations -- when and where to do things, what the future will be like, when and where others did things.*
79)	To learn reasons and causes	*When they bring their situations to you, some clients are concerned with underlying reasons, causes, motives, and history -- why things happen, what others felt in past, and what past experience is a useful guide.*
80)	To learn ideas of others	*When they bring their situations to you, some clients want to get the ideas, opinions, or agreements of others -- what others think or want, whether others agree.*
81)	To learn procedures	*When they bring their situations to you, some clients want procedures for dealing with their situations -- how to get through the system, how to implement a solution, how to balance and compromise, what strategy to use, what information to find.*

DO CLIENTS SEE INFORMATION AS EASY OR HARD TO FIND: clients in different situations see the things they want to find out or learn or come to understand as easy or hard to find.

82)	Easy to find information	*Some clients see the information they seek in the situations they bring to you as easy to find.*
83)	Hard to find information	*Some clients see the information they seek in the situations they bring to you as hard to find.*
84)	Impossible to find information	*Some clients see the information they seek in the situations they bring to you as impossible to find.*

(continued)

WHEN INFORMATION IS SEEN AS HELPFUL, HOW DO CLIENTS SEE IT AS HELPING: when clients see information as helpful, they report a variety of ways in which information helps.

85)	Helps client make progress	*In the process of facing their situations, some clients see information as helping them make progress toward resolving their situations.*
86)	Helps client plan	*In the process of facing their situations, some clients see information as helping them plan, locate resources, save time or money.*
87)	Helps client get clarification	*In the process of facing their situations, some clients see information as helping them understand their situations, get fresh views or insights, learn reasons, clarify goals, gain objectivity.*
88)	Helps client get social support	*In the process of facing their situations, some clients see information as helping them get motivated, gain reassurance and encouragement, get social support.*
89)	Helps client get self-control	*In the process of facing their situations, some clients see information as helping them calm down, relieve pressure, take mind off situation, or control own behavior.*

WHEN INFORMATION IS SEEN AS NOT HELPFUL, WHY DO CLIENTS SAY IT DOESN'T HELP: when clients see information as not helping, they report a variety of reasons why information does not help.

90)	Doesn't help client make progress	*In the process of facing their situations, some clients see information as not helping them make progress toward resolving their situations.*
91)	Doesn't help client plan	*In the process of facing their situations, some clients see information as not helping them plan, locate resources, or save time or money.*
92)	Doesn't help client get clarification	*In the process of facing their situations, some clients see information as not helping them understand their situations, get fresh views or insights, learn reasons, clarify goals, gain objectivity.*
93)	Doesn't help client get social support	*In the process of facing their situations, some clients see information as not helping them get motivated, gain reassurance and encouragement, get social support.*
94)	Doesn't help client get self-control	*In the process of facing their situations, some clients see some information as not helping them calm down, relieve pressure, take mind off situation, or control own behavior.*

(continued)

WHAT DO CLIENTS WANT PRACTITIONERS TO KNOW ABOUT THEM AND THEIR SITUATIONS: when clients contact practitioners, they sometimes feel that the practitioners should know a number of things about them or their situations in order to be really helpful.

95)	The nature of situation	*When some clients bring their situations to you, they want you to know what their situations are like, why they are involved, what happened.*
96)	The characteristics of client	*When some clients bring their situations to you, they want you to know how they feel, what they like, their past histories, and life styles.*
97)	The restraints on client	*When some clients bring their situations to you, they want you to know about their resources, time constraints, mobility constraints.*
98)	The client's efforts so far	*When some clients bring their situations to you, they want you to know about what they had done or tried already, what their abilities are for dealing with their situations, their past experiences with such situations.*

DO CLIENTS EXPECT LIBRARIES TO HAVE INFORMATION THAT WILL HELP: clients differ in their expectations that libraries will have information helpful for their particular situations.

99)	Not likely at all	*Some clients do not expect libraries to have any information that would be helpful for their situations.*
100)	Somewhat unlikely	*Some clients have a low expectation that libraries will have helpful information for their situations.*
101)	Somewhat likely	*Some clients expect libraries may have some helpful information for their situations.*
102)	Very likely	*Some clients are confident that libraries will have helpful information for their situations.*

(continued)

WHAT BARRIERS DO CLIENTS SEE TO RESOLUTION: when their situations are not resolved, clients see a number of different barriers preventing resolution.

103)	The situation is not resolvable	*Some clients see the situations they bring to you as ones which can never be resolved.*
104)	The situation is not in the client's control	*Some clients see the fact that their situations are someone else's responsiblity or beyond their own competence as a barrier to resolution of the situations they bring to you.*
105)	The client lacks resources	*Some clients see the fact that they do not have or can not get the necessary resources as a barrier to resolution of the situations they bring to you.*
106)	The client's emotions or inactivity	*Some clients see their own emotions, inactivity, lack of motivation as barriers to resolution of the situations they bring to you.*
107)	The client doesn't understand others	*Some clients see their lack of understanding of intentions, feelings, or motivations of others as barriers to resolution of the situations they bring to you.*
108)	The client lacks information	*Some clients see their own lack of information, knowledge, or sense of what is happening as barriers to resolution of the situations they bring to you.*
109)	An institution (formal group) stands in way	*Some clients see institutions or formal organizations that won't help, do anything, or compromise as barriers to resolution of the situations they bring to you.*
110)	An individual or peer/kin group stands in way	*Some clients see one particular individual or a family, co-worker or neighbor group acting as barriers to resolution of the situations they bring to you.*
111)	The situation is too complex	*Some clients feel that the complexity, bigness, and confusion of their situations are barriers to situation resolution.*
112)	The situation is recurring	*Some clients see the fact that their situations come back again and again and get worse as a barrier to situation resolution.*
113)	The situation is a societal issue	*Some clients see the fact that their situations are a difficulty of society at large as a barrier to resolution.*
114)	The client lacks time	*Some clients see their own lack of time as a barrier to resolution of the situations they bring to you.*
115)	The resolution is delayed	*Some clients see the resolution of the situations they bring to you as having been delayed, where the resolution process was interrupted in some way.*

APPENDIX C

SUPPLEMENTAL ADMINISTRATION PAGES

Welcome Letter..C-3
Consent Form..C-4
Payment Form..C-5
Follow-up Form..C-6

HELLO!

The study that you are participating in today is part of the URBAN INFORMATION NEEDS PROJECT being conducted by the University of Washington Schools of Communication and Librarianship. The ultimate purpose is to design training modules that will help make human service delivery more efficient and effective. We thank you for participating and feel confident that your time and effort will be useful. We are particularly thankful because we know that many of you have had to go out of your way to participate.

The questionnaire materials are attached. You will be working on your own and may raise your hand at any time if you want someone to answer questions or help you. As you know, the questionnaire takes two hours to complete so you may start immediately. We should also mention that you may find the first section of the questionnaire a little difficult because it introduces a lot of specialized vocabulary. We have allowed ample time, however, for the learning that is involved. Again, raise your hand at any time if you need assistance. Also, raise your hand if you'd like a cup of coffee.

Piled up under this letter are:

A PAYMENT FORM: please sign this if you or your agency wishes to receive the $10 honorarium to cover expenses.[a]

A FOLLOW-UP FORM: please fill in this form so we can send you study results and invite you to a colloquium next year.

A CONSENT FORM: this form is required by Federal law. It explains the study in more detail than given above. You need to sign both copies and return one to us. The other copy is for your files.

THE QUESTIONNAIRE. The questionnaire is basically self-explanatory. Each section is marked with a time estimate. Work at your own speed.

URBAN INFO NEEDS PROJECT

---

[a] The welcome letter was identical for both the library sub-sample and the agency sub-sample with the exception of this paragraph referring to the Payment Form. The agency sub-sample respondents were offered a $10 honorarium for completing the questionnaire because they had to travel to the University of Washington campus for the interview and, in many cases, filled out the questionnaire on their own time. The library sub-sample respondents were not offered an honorarium as they filled out the questionnaire in library facilities and during the normal work day.

UNIVERSITY OF WASHINGTON

Consent Form

URBAN INFORMATION NEEDS PROJECT -- PHASE II

Dr. Brenda Dervin, School of Communications; telephone 543-2387
Dr. Douglas Zweizig, School of Librarianship; telephone 543-2646

Investigators' statement

The purpose of this project is to determine how practitioners who assist citizens with their everyday needs see their services, their clients, and the situations their clients bring to them. The ultimate goal is to develop alternative strategies for use in the client-practitioner interaction. The data will be used to develop training modules for practitioners. The training will have particular relevance to the problems of assisting citizens in informing themselves about their situations and their possible actions.

Practitioners participating in this project will be asked to devote two hours to responding to a self-administered questionnaire. Examples of the kinds of questions in the questionnaire include: 1) describing the situations clients have brought to the practitioner in the last six months on a series of attributes such as topic focus, resolution state, and complexity; 2) describing which attributes of client situations should be emphasized in a "most helpful" system; 3) describing which attributes of client situations the practitioner has the most experience in dealing with; 4) describing some of the communication problems that occur between practitioner and client; 5) reacting to a handbook designed to help citizens cope with their everyday concerns; and 6) describing the practitioner agency and the experience the practitioner has in his/her job.

During the administration of the questionnaire, study supervisors will be present at all times to answer questions and give assistance.

The identity of the participating practitioners and their agencies will remain confidential. Questionnaire respondents will be anonymous and names or identities will in no way be connected to individual questionnaires. Any practitioner is, of course, free to withdraw at any time without penalty.

Dr. Brenda Dervin ____ Date ____

Dr. Douglas Zweizig ____ Date ____

Practitioner's statement

I voluntarily consent to participate in this project. I have had the opportunity to ask questions.

Practitioner signature ____ Date ____

URBAN INFORMATION NEEDS PROJECT - PHASE II
School of Communications
School of Librarianship
University of Washington

RESPONDENT PAYMENT FORM

As a participant in this study, you are entitled to a token honorarium of $10 to cover travel and other expenses that may have been involved.

Would you like to receive the honorarium?

____yes

PLEASE FILL IN THE INFORMATION BELOW ON YOURSELF

____no

Should the honorarium go directly to your agency?

____no

____yes

PLEASE FILL IN THE INFORMATION BELOW ON THE PERSON WHO WILL ENDORSE THE CHECK

Name of person who will endorse check:______________________________

Address to which check should be sent:______________________________

____

City:______________________State:__________Zip:__________

Social security number of person who will endorse check:______________

URBAN INFORMATION NEEDS PROJECT - PHASE II
School of Communications
School of Librarianship
University of Washington

RESPONDENT FOLLOW-UP FORM

As a participant in this study, you may be interested in receiving information on the project as its various stages are completed. Please indicate below what you are interested in:

Would you like to receive a report on the Phase I study of citizens and how they see their everyday need situations? (to be mailed by August 1976) ☐ yes ☐ no

Would you like to receive a report on the Phase II study of practitioners and how they see citizen need situations? (to be mailed by January 1977) ☐ yes ☐ no

Would you like to receive a report on the Phase III development of training modules for practitioners? (to be mailed by January 1978) ☐ yes ☐ no

Would you like to be invited to a colloquium sometime next year on the Phase II results (the results of the study you are participating in)? ☐ yes ☐ no

If you said "yes" to one or more items above, please provide your name and address below:

Name:______________________________

Title:______________________________

Agency:______________________________

Address:______________________________

City:________________ State:________ Zip:________

APPENDIX D

SAMPLING CONTACT MATERIALS

Codebook for Sample of Information Practitioners................D-3
Letter to Agencies..D-11
Project Information Sheet...................................D-13
Agency Reply Form...D-14
Confirmation Letter...D-15

5/4/76

PHASE II -- [illegible]EBOOK FOR SAMPLE OF INFORMATION PRACTITIONERS

VARIABLE	RULES
Project ID Cols. 1, 2, 3	Fixed (400)
Deck # Cols. 4, 5	Fixed (10)
Agency ID # Cols. 6, 7, 8, 9	If the agency was obtained from the Human Services Inventory, use the last four digits of the page number in the HSI. Leave these four columns blank if the agency was obtained from the Easter Seals listing.
Branch ID Col. 10	Both columsn 10 and 11 serve to identify each agency branch as a separate sampling unit. Code each branch serving Seattle on a separate code sheet. Code only branches with a Seattle mailing address. 1) Line through all branches which are not in Seattle. 2) Number Seattle branches listed in order from the first on the list, including the main branch as 1. 3) In column 10, code the Branch # as numbered above in the order listed. If there is only one branch of the agency (or if it is the first branch), code 1. If it is the second branch, code 2, et. REMEMBER TO CODE EACH BRANCH SERVING SEATTLE ON A SEPARATE CODE SHEET.
Col. 11	1) In the HSI, most branch data is compiled across branches. In col. 11, if data is compiled across branches, code 2. (You will later divide number of clients by the total number of branches to get an average number of clients per branch.) 2) If there is only a main (or one) office listed to an agency, code 0 for column 11. If a branch and the main office have the same address and/or telephone number, do not code as separate branches.

VARIABLE	RULES
Agency Name Cols. 12-60	1) Code at least the first line of the agency name. As much of the name as possible should be included. Agencies retrieved from the HSI will be listed by their full legal names. Include as much as possible. Agencies in the Easter Seals list will appear by their common names first which is followed by the full legal title. Code from either book as the name appears in the list used. Abbreviate as often as is understandable. (e.g. American Civil Liberties Union can be coded ACLU or Alaska Federation of Natives International, as Ak. Fed. of Natives Interntnl). 2) When coding branches, after the name of the agency put a hyphen and then an abbreviated street address as a check for the identification of branches. (e.g. Seattle Public Library-Fremont). 3) Leave blanks between words in the agency names and in any remaining columns of the field (up to column 61) when the name of the agency is shorter than the space provided.
# Clients Cols. 61-65	1) Code number of clients exactly as it appears in the HSI from the following sources, listed in priority: a. First source-"Individuals served 1975" b. If no entry, check "Individuals served 1974" c. If there are no entries for "individuals served" 1975 or 1974 take largest entry from "individuals served per year" by services column. Do not sum the figures in this column, as many clients may be provided more than one service. Take only the largest entry. 2) If there is no information on the number of clients served by the agency, code 9's in Cols. 61-65. Note: the Easter Seals listing shows no data on the number of individuals served. 3) If an agency has more than one branch, divide the # of clients served figure obtained in 1

VARIABLE RULES

or 2 above by the TOTAL # of branches, and take the quotient as the average # of clients coded for each branch. If only one or some of several branches of an agency are coded you must still divide the # of clients figure obtained by the total number of branches listed whether coded or not.

Age of clients
Col. 66

1) Examine percentages shown for each age group.
2) If one age group covers 60% or more of the clients, use codes 0-4 for the appropriate age group.
3) If no single age group covers 60% or more, code 6 or 7 if 60% fall in youth combination or adult combination categories. Do not code a 6 or 7 if 60% or more fall into one of the groups listed for codes 0-4.
4) If no age data is listed, check target group entry. If it says youth, code 6; if it says elderly, code 4; adults, code 7. If it says general public, code 5.
5) Code 9 if the agency is a meta-agency (i.e. if its clients are other agencies, if it co-ordinates or plans for other agencies).
6) Code 5 when data does not fall into any of the more specific codes. The Easter Seals list does not give demographic data on clientele as a general rule. Whenever this is the case, or for any agencies listed without any age data, code 5, general.

CODES:
0-5=0
6-18=1
19-24=2
25-59=3
60+=4

Mixed (general)=5
Youth mix(0-24)=6
Adult mix(19-59)=7
Meta-agency=9

Race of clients
Col. 67

1) Examine percentages for each ethnic group as listed in the HSI.
2) If one group covers 60% or more of the clients served, use codes 1-6 for appropriate ethnic group.

VARIABLE	RULES
	3) If no single racial group covers 60% or more of the clients, use code 7 if 60% fall across minority categories (codes 1-4).
	4) If 60% or more in White or GP, code 5 if nonspecialized. Code 6 if target group is specialized GP, not covered by either the age or topic focus codes. Examples of specialized target groups are: Veterans, disadvantaged, women, physically handicapped, emotionally disturbed. Residence (geographic) restrictions are not coded as specialized. For example, if the topic focus code is public assistance, then disadvantaged would be "covered" by the topic and the race would not be coded as specialized. If the topic focus code is health, both physically handicapped and emotionally disturbed are covered by the topic and not coded as specialized. But if the topic was recreation, both physically handicapped and emotionally disturbed are coded as specialized. Multi-topic codes (19) do not cover any of the target groups.
	5) If no racial data is provided (as is often the case in the Easter Seals listing), check target group entry, if it shows general public, code 5. If a target group entry mentions a specific ethnic group codeable with this scheme, then use the code appropriate to that group. Code GP nonspecialized (5) when no other information is given.

CODES:
Asian=1
Black=2
Chicano=3
Native Amer.=4
GP(White also nonspecialized)=5
GP(White) specialized=6
Minority mix=7
Other=8

VARIABLE	RULES
Topic Focus Cols. 68, 69	1) See C. A. Scheme #3 from Phase I Codebook. 2) Familiarize yourself with sub-categories for understanding breadth of the major categories. The major categories only will be used in the coding of agencies.

VARIABLE	RULES

3) Code from "Services" and "General Remarks" sections in the HSI or from the "Service Description" section in the Easter Seals listing.
4) Do not code from target groups or type of service provided or from supportive services. Look for overriding TOPIC. For example, an agency providing legal help to veterans--code 13 legal, not 17 veterans.
5) If more than one topic is appropriate, check data on "Indiv. served per year." If 60% or more of the clients served fall into one topic area, code the appropriate topic. If there is no clear plurality and if many topics of equal importance are given, code 19, multi-topic. Code 19 also when more than one topic is listed and no breakdown of the number of clients served is given.
6) Look for the over-riding topic focus or concern. Teaching art, music, languages, etc. is education since the teaching aspect or the classes are the focus of the organization. However, if the teaching concerns job training or similar goal-oriented concerns, then the code is 03 employment because the focus is employment and the classes are the means to employment readiness.
7) Code 05 has preference over 12. For psychological problems, code 05 if there is a specific treatment program mentioned, if some named mental condition is covered by the agency (such as schizophrenia), or if the concern is drug abuse or alcoholism treatment. Code 12 if only counseling or similar therapy is mentioned for personal problems.
8) Obesity, smoking, weighwatcher organizations should be coded health, 05. Nursing homes should be coded 05 if skilled health care is provided, 02 if only residence.
9) Environmental concerns, concerns about pets, and public concerns (esp. governmental) are usually coded 18.
10) Libraries and mass media organizations are multi-topic (19). Kiwanis Club, Lions Club, Elks, Millionaire Club- clubs that raise funds

to support other organizations should be coded by the topic of the organizations which they support. If these organizations represent many topics, then code 19.

11) If multi-topic services were offered through a rehabilitation program such as programs for juvenile delinquents which provide job training, recreational facilities, foster homes, etc. all as part of a corrections program, code "legal" rather than multi-topic.
12) Police organizations are coded crime and safety 15 rather than legal.

CODES:
Neighborhood=00
Consumer=01
Housing=02
Employment=03
Education & schooling=04
Health=05
Housekeeping=06
Transportation=07
Recreation=08
Financial matters=09
Public assistance=10
Discrimination and race relations=11
Childcare, family and personal concerns=12
Legal=13
Family Planning=14
Crime and safety=15
Immigration=16
Veterans=17
Miscellaneous=18
Multi-topic=19

Service
Cols. 70-76

1) Code from "Services" and "General Remarks" sections in the HSI or from the "Service Description" section of the Easter Seals listing.
2) Code the nature of the service provided. The topic was coded on the above variable.
3) No majority rule for this variable. Code each service function of the agency. Cols. 70-76 are a series of dichotomous codes. Code 1 (yes) for each agency for each of the service categories which the agency provides as described in the sources. Code 0 (no) if the agency does not provide the specific service.
4) Special definitions:
    a. Information/referrals -- information delivery to an individual or referrals to other agencies or programs formalized as a service. A one-to-one delivery of information or referrals.

VARIABLE RULES

b. Res/serv -- involves delivery of tangible material goods (e.g. emergency foods) or a service (e.g. house repair, budget planning, classes, training).
c. Crisis center -- pertains only to crisis intervention. For coding purposes, the description must make direct reference to crisis intervention.
d. Counseling -- one-to-one therapy or family counseling, etc. For coding purposes, the description must contain the word counseling. Consultation is not counseling; it is a resource/service.
e. Public information (new category) -- if information given concerns only services provided by the agency (e.g. public relations, or AMTRAK info on train schedules) or if service is general public education in agency's topic area (i.e. mass info such as cancer education program, lectures, speakers bureau, etc.).

5) 24-hour telephone lines and hot-lines are not always either info/ref or crisis centers. The context is important.
6) If any library service is listed, code "library." (e.g. an information/referral agency with a library of materials for public use.)

CODES:

0=No; 1=Yes

Col. 70	Information/referral
71	Library
72	Mass media
73	Public information
74	Resource/service
75	Counseling
76	Crisis center

Service Combinations
Cos. 77, 78

1) See Cols. 70-76
2) Code proper combination for each agency by referring to all 1's (yes) on Cols. 70-76.
3) E.g. Code 13 or cols. 77-78 if you coded 1's on info/ref (70) and crisis center above (cols. 70 and 76) and 0's on cols. 71, 72, 73, 74, 75.

CODES:
Info/ref only=01
Library only=02
Mass media only=03
Public info only=04
Res/serv only=05
Counseling only=06
Crisis center only=07
Library/info-ref=08
Mass media/info-ref=09
Info-ref/public info=10
Info-ref/res-serv=11
Info-ref/counseling=12
Info-ref/crisis=13
Public info/res-serv=14
Public info/counseling=15
Public info/crisis=16
Res-serv/counsel=17
Res-serv/crisis=18
Counsel/crisis=19
Info-ref/public info/res-serv=20
Info-ref/public info/counsel=21
Info-ref/public info/crisis=22
Info-ref/res-serv/counsel=23
Info-ref/res-serv/crisis=24
Info-ref/counsel/crisis=25
Public info/res-serv/counsel=26
Public info/res-serv/crisis=27
Public info/counsel/crisis=28
Res-serv/counsel/crisis=29
Info-ref/public info/res-serv/counsel=30
Info-ref/public info/res-serv/crisis=31
Info-ref/res-serv/counsel/crisis=32
Public info/res-serv/counsel/crisis=33
Info-ref/public info/res-serv/counsel/crisis=34
Other combinations=35

NOTE: All possible combinations are not included in this list. However, those expected to appear commonly are included. If an agency fits perfectly into a category not listed, code 35, other combinations.

/LETTER TO AGENCIES/

UNIVERSITY OF WASHINGTON
SEATTLE, WASHINGTON 98195

C

The purpose of this letter is to request your assistance in a study that is focusing on the everday needs of urban residents and how these needs can be more effectively and efficiently met by human service delivery systems. The study is being conducted by the Schools of Communication and Librarianship at the University of Washington. The ultimate purpose is to develop training modules for practitioners whose job it is to help citizens with their everyday needs (e.g. housing, consumer issues, education, welfare, etc.). In the first phase of the study, a survey was done of citizens to determine how they saw their need situations and how they coped with them. Right now, we are conducting the second phase -- a study to determine how practitioners see citizen needs. Next year, we will develop the training modules.

We are writing you in the hopes that you will cooperate. Our practitioner sample is being drawn from all human service delivery agencies in King County that were listed in either the Seattle-King County Human Services Inventory or the Easter Seal's Community Information System Agency Profile as having, at least in part, the function of helping citizens inform themselves or cope with their everyday needs. In all, we calculated that some 400 agencies had this function in whole or part. We are writing to roughly half of these agencies, chosen randomly, in the hopes of securing cooperation.

What we need is for you to nominate from your staff a professional or non-professional practitioner who has frequent contact with clients in the role of a helper. In particular, we would like a staff person whose job involves, at least in part, helping clients inform themselves, helping clients figure out what to do in their problem situtions, or helping clients by making referrals to other agencies. Since we will be interviewing 200 such practitioners, we are interested in a collective picture of how practitioners see their clients and their client situations. Neither the name of the practitioner you nominate nor the name of your agency will be in any way connected to the data. In addition, your participation will be kept confidential.

The practitioner you nominate would be asked to come to the University of Washington campus to respond to a two-hour wirtten questionnaire. The practitioner will be able to choose a convenient time -- either a 2:30 or 7:00 p.m. session, Monday through Thursdays, June 21 through July 15, at Room 228 Communications Building. The practitioner will receive directions in advance.

In return for the participation of your staff memeber, we will be able to offer

(continued)

a $10 token honorarium, to either your agency or the practitioner, to offset travel and other expenses. We will provide free parking on campus. Also, we will send each participating practitioner a copy of reports on all three project phases. After the practitioner study is completed, we will invite the participating practitioner to a colloquium presentation of study results.

We hope you are interested. We have enclosed a reply form to be filled in and returned either by you or the practitioner you nominate. Also enclosed is a stamped and addressed return envelope and a project fact sheet. We will very much appreciate your cooperation.

Sincerely,

Dr. Brenda Dervin, Principal Investigator, URBAN INFO NEEDS PROJECT
School of Communications

Dr. Douglas Zweizig, Assistant Investigator, URBAN INFO NEEDS PROJECT
School of Librarianship

enc.
1) Fact sheet
2) Practitioner nomination reply form
3) Stamped return envelope

/PROJECT INFORMATION SHEET/

URBAN INFORMATION NEEDS PROJECT

School of Communications, University of Washington
Seattle, Washington 98195 206 - 543-2387/2660

Project Title

The Development of Strategies for Dealing with the Information Needs of Urban Residents

Purpose

This project is concerned with the different ways in which urban residents see and deal with their information needs... and with how information practitioners handle the information requests of urban residents. The goal is to develop guidelines for information practitioners on planning strategies for use in the client-information practitioner interaction.

Phases

The project is designed to provide both research and the application of research and is funded by the U.S. Office of Education, Office of Libraries and Learning Resources. It is expected that there will be three phases, the first two of which have already received funding:

Phase I: The Citizen Study -- A study of 600 Seattle residents from a full range of income, ethnic, and adult age groups. Purpose: to determine how citizens state and see their needs and the actions required to resolve them. Dates: 1974-75.

Phase II: The Information Practitioner Study -- A study of 200 information practitioners -- professionals whose primary job it is to help citizens with their information needs. Purpose: to determine how these practitioners see citizen needs and how they handle them. Dates: 1975-76.

Phase III: Applications -- The development of training modules to be used by and for information practitioners and others involved in human service delivery. Purpose: to apply the findings from Phases I and II. Dates: if funded, 1976-77.

Investigators

PRINCIPAL INVESTIGATOR AND PROJECT DIRECTOR:
Dr. Brenda Dervin
School of Communications, University of Washington

ASSISTANT INVESTIGATOR:
Dr. Douglas Zweizig
School of Librarianship, University of Washington

Phase I & II Consultants

Dr. John Bowes, *School of Communications, University of Washington*....Dr. Richard Carter, *School of Communications, University of Washington*....Dr. Peter Hiatt, *School of Librarianship, University of Washington*....Dr. Jeffrey Katzer, *School of Information Studies, Syracuse University*....Dr. Margaret Monroe, *Library School, University of Wisconsin*.... Dr. Keith Stamm, *School of Communications, University of Washington.*

URBAN INFORMATION NEEDS PROJECT
PRACTITIONER NOMINATION REPLY FORM

Please return this form in the enclosed return envelope to:

Dr. Brenda Dervin
Urban Info Needs Project
School of Communications, DS-40
University of Washington
Seattle, Washington 98195

For more information, call:

Michael Gabriel or Colleen Kwan, Project Assistants, 543-7455
Brenda Dervin, Principal Investigator, 543-2387
Douglas Zweizig, Assistant Investigator, 543-2646

PLEASE LIST YOUR NAME, AGENCY, AND AGENCY ADDRESS HERE:

Your name: ____________________

Your title: ____________________

Agency name: ____________________

Address: ____________________

City: ____________ State: ________ Zip: ________

Phone: ____________________

PLEASE LIST THE NAME AND ADDRESS OF THE PRACTITIONER YOU NOMINATED HERE:

Name: ____________________

Title: ____________________

Work address: ____________________

City: ____________ State: ________ Zip: ________

Phone: ____________________

Has the practitioner you nominated been notified?

☐ yes ☐ no

↓

We would appreciate it if you would notify the practitioner so our call won't come out of the blue.

/CONFIRMATION LETTER/

UNIVERSITY OF WASHINGTON
SEATTLE, WASHINGTON 98195

Urban Information Needs Project
School of Communications
School of Librarianship
University of Washington

Dear

We want to thank you for agreeing to participate in the Urban Information Needs Phase II study.

We will be expecting you in Room 228 in the School of Communications building, University of Washington on:

Date :
Day :
Time : 2:30 p.m.

Enclosed is a map showing you how to get to the School of Communications. you will have to get on Campus through Gate 1 located at the intersection of N.E. 15th Ave. and N.E. 41st Street, since parking space is reserved for you in the Plaza Garage Visitor Parking Lot. A parking permit will be issued to you when you leave campus, so that you do not have to park at your own expense.

If you have further questions, do not hesitate to call the phone numbers listed below.

Once again we would like to thank you for your cooperation. We are looking forward to meeting you,

Yours sincerely,

____

Ms. Colleen Kwan, Project Research Assistant, 543-7455
Mr. Michael Gabriel, Project Research Assistant, 543-7455
Dr. Brenda Dervin, Project Director, 543-2387
Dr. Douglas Zweizig, Assistant Project Director, 543-2646

APPENDIX E

PHASE II CODEBOOK

URBAN INFORMATION NEEDS PROJECT
PHASE II CODEBOOK
Dervin-Zweizig

1 /

/9, 99, 999, 9999 = missing data/

Col.	Var. #	Variable description	Code
CARD ONE			
1/2/3	001	Project number	500
4/5	002	Deck number	01
6/7	003	Card number	01
8	004	Sub-sample	1=Librarian 2=Non-librarian
9/10/11	005	Respondent number	001 - nnn
12	006	Month of administration USE CODE AT RIGHT	1=June 2=July 3=August
13/14	007	Date of administration	01 - 31 (exact code)
15	008	Time of day administration started INSTRUCTIONS If 7 a.m. - 11:30 a.m., code 1 If 11:31 a.m. - 1 p.m., code 2 If 1:01 p.m. - 5 p.m., code 3 If 5:01 p.m. - 6:30 p.m., code 4 If 6:31 p.m. or later, code 5	1=morning 2=noon 3=afternoon 4=dinner hour 5=evening
16/17/18	009	# of minutes administration took CONVERT HOURS TO MINUTES	000 - 998 (exact)

NOTE: All sections of the questionnaire are to be edited before the questionnaire is ready for coding. Editor should initial the upper right-hand corner of the questionnaire cover sheet. Do not code unless the questionnaire had editing marks and is initialed.

If a response is illegible, check with a second coder. If you cannot agree on a meaning, code 99.

CODING INSTRUCTIONS: SECTION I
COLLECTIVE CLIENT

1) Did R do task right?
   If no, can meaningful adjustments be made to our coding scheme?
   If no, see supervisor.

2) Using red pen, change all % to the nearest 5% increment (e.g., change 2% to 00; change 3% to 05).

3) Using red pen, change all percentages 95% or greater to 95%.

4) If R skipped Section I entirely or if an answer is unreadable, code as 99.

5) If an entire class of attributes (e.g., Topic Focus of Situations or How Stable are Client Requests) is blank, code as 98. Also code "Don't know," "DK," or "?" as 98.

6) If a class of attributes is almost entirely blank (e.g., less than 1/3 filled in) then determine, if you can, whether R knew what he was doing. For example, if the % for two attributes add to 100% and the rest of the class is blank, then the blanks should be coded as 00. But, if R has a lot of blanks for a class and the sum of the % does not make sense (e.g., only 10%) then the blanks should be coded as don't know or 98.

Col.	Var. #	Variable description	Code
19/20	010	1) Neighborhood	See coding box above
21/22	011	2) Consumer	"
23/24	012	3) Housing	"
25/26	013	4) Employment	"
27/28	014	5) Education & schooling	"
29/30	015	6) Health	"
31/32	016	7) Housekeeping & household maintenance	"
33/34	017	8) Transportation	"
35/36	018	9) Recreation & culture	"
37/38	019	10) Financial matters & assistance	"

Col.	Var. #	Variable description	Code
39/40	020	11) Public assistance & social security	See coding box on page 2
41/42	021	12) Discrimination & race relations	"
43/44	022	13) Child care, family, & personal	"
45/46	023	14) Legal	"
47/48	024	15) Family planning & birth control	"
49/50	025	16) Crime & safety	"
51/52	026	17) Immigration, migration, & mobility	"
53/54	027	18) Veterans & military	"
55/56	028	19) Public affairs	"
57/58	029	20) Other	"
59/60	030	21) Unresolved	"
61/62	031	22) Partially resolved	"
63/64	032	23) Completely resolved	"
65/66	033	24) Listen to a complaint	"
67/68	034	25) Fill an information request	"
69/70	035	26) Fill a resource/service request	"
71/72	036	27) Not explicit at all	"
73/74	037	28) Somewhat explicit	"
75/76	038	29) Explicit	"
77/78	039	30) Not stable at all	"
79/80	040	31) Somewhat stable	"

PHASE II CODEBOOK - CARD TWO

Col.	Var. #	Variable description	Code
CARD TWO			
1/2/3	041	Project number	500
4/5	042	Deck number	01
6/7	043	Card number	02
8	044	Sub-sample	1=Librarian 2=Non-librarian
9/10/11	045	Respondent number	001 - nnn
12/13	046	32) Stable	See coding box on page 2
14/15	047	33) Make a decision	"
16/17	048	34) Get around an obstacle	"
18/19	049	35) Cope with a worry	"
20/21	050	36) Live with a problematic situation	"
22/23	051	37) Get informed	"
24/25	052	38) No others	"
26/27	053	39) One or two others	"
28/29	054	40) Three or more others	"
30/31	055	41) Independent	"
32/33	056	42) Tied in with other situations	"
34/35	057	43) Easy to get at the heart of	"
36/37	058	44) Hard to get at the heart of	"
38/39	059	45) Stand back	"
40/41	060	46) Get up close	"
42/43	061	47) Both stand back/get up close	"
44/45	062	48) Internal self	"

Col.	Var. #	Variable description	Code
46/47	063	49) External self	See coding box on page 2
48/49	064	50) Internal other	"
50/51	065	51) External other	"
52/53	066	52) Non-human objects or conditions	"
54/55	067	53) By directing or pointing	"
56/57	068	54) By connecting to others	"
58/59	069	55) By stopping	"
60/61	070	56) By continuing/agreeing/giving in	"
62/63	071	57) By repeating	"
64/65	072	58) By being directed or pointed	"
66/67	073	59) By being connected by others	"
68/69	074	60) By being stopped	
70/71	075	61) By being agreed with	"
72/73	076	62) By being made to repeat	"
74/75	077	63) Interpersonal strategy	"
76/77	078	64) Decisioning strategy	"
78/79	079	65) Cognitive strategy	"
80	---	BLANK	
CARD THREE			
1/2/3	080	Project number	500
4/5	081	Deck number	01
6/7	082	Card number	03
8	083	Sub-sample	1=Librarian 2=Non-librarian
9/10/11	084	Respondent number	001 - nnn

Col.	Var. #	Variable description	Code
12/13	085	66) Getting-someone-to-help strategy.	See coding box on page 2
14/15	086	[redacted] Emotional strategy	"
16/17	087	68) None	"
18/19	088	69) 1-2 information things	"
20/21	089	70) 3-4 information things	"
22/23	090	71) No institutional sources	"
24/25	091	72) One or more institutional sources	"
26/27	092	73) INFORMATION$_1$	"
28/29	093	74) INFORMATION$_2$	"
30/31	094	75) INFORMATION$_3$	"
32/33	095	76) To assess the situation/system	"
34/35	096	77) To learn options, alternatives	"
36/37	097	78) To locate in time and space	"
38/39	098	79) To learn reasons and causes	"
40/41	099	80) To learn ideas of others	"
42/43	100	81) To learn procedures	"
44/45	101	82) Easy to find information	"
46/47	102	83) Hard to find information	"
48/49	103	84) Impossible to find information	"
50/51	104	85) Helps client make progress	"
52/53	105	86) Helps client plan	"
54/55	106	87) Helps client get clarification	"
56/57	107	88) Helps client get social support	"

Col.	Var. #	Variable description	Code
58/59	108	89) Helps client get self-control	See coding box on page 2
60/61	109	90) Doesn't help client make progress	"
62/63	110	91) Doesn't help client plan	"
64/65	111	92) Doesn't help client get clarification	"
66/67	112	93) Doesn't help client get social support	"
68/69	113	94) Doesn't help client get self-control	"
70/71	114	95) The nature of the situation	"
72/73	115	96) The characteristics of client	"
74/75	116	97) The restraints on client	"
76/77	117	98) The client's efforts so far	"
78/79	118	99) Not likely at all	"
80	---	BLANK	

CARD FOUR

Col.	Var. #	Variable description	Code
1/2/3	119	Project number	500
4/5	120	Deck number	01
6/7	121	Card number	04
8	122	Sub-sample	1=Librarian 2=Non-librarian
9/10/11	123	Respondent number	001 - nnn

Col.	Var. #	Variable description	Code
12/13	124	100) Somewhat unlikely	See coding box on page 2
14/15	125	101) Somewhat likely	"
16/17	126	102) Very likely	"
18/19	127	103) The situation is not resolvable	"

Col.	Var. #	Variable description	Code
20/21	128	104) The situation is not in the client's control	See coding box on page 2
22/23	129	105) The client lacks resources	"
24/25	130	106) The client's emotions or inactivity	"
26/27	131	107) The client doesn't understand others	"
28/29	132	108) The client lacks information	"
30/31	133	109) An institution (formal group) stands in way	"
32/33	134	110) An individual or peer/kin group stands in way	"
34/35	135	111) The situation is too complex	"
36/37	136	112) The situation is recurring	"
38/39	137	113) The situation is a societal issue	"
40/41	138	114) The client lacks time	"
42/43	139	115) The resolution is delayed	"
		(END OF CHECKLIST)	

44/45	140	# of DK or ? response	00 - 98 (Section I blank=99)

CODING INSTRUCTIONS: SECTION II
DESIGNING A SYSTEM

1) Did R do task right?
   If no, can meaningful adjustments be made to fit our coding scheme?
      If no, see supervisor.

2) Read all answers to make sure respondent named an attribute descriptive of the client-in-situation at the point of contact.

   e.g., "I want to help clients make their requests explicit." should not indicate "explicit" (#29) as an attribute. Instead, re-number to the next closest but meaningful attribute. Thus, in this case, if the R named #29, it would be changed to #28.

3) If an attribute named does not have an attribute #:

   a) Check to see if it is on the Checklist.
      If so, give it the appropriate number.

   b) If not, check to see if it has a best fit on the Checklist.
      If so, give it the appropriate number.

   c) If the given description does not have a matching attribute on the Checklist, delete that description and re-number the attribute ranks.

4) If the attribute # and the description do not match:

   a) Check to see if a best fit attribute # can be found on the Checklist.
      If so, give it the appropriate number.

   b) If no best fit attribute # can be found, ignore the description and use the attribute number given by the respondent.

5) Count the number of different attributes named, including all tied attributes. Put this number in a circle at the bottom right of answer sheet.

6) When someone names an attribute but does not rank it, infer the rank if you can. Individual attribute rank missing--code as 98. If no attribute was given a rank, code each of the named attributes as 97. Not named = 00. Section skipped = 99.

(continued)

Col. Var. # Variable description Code

7) If a respondent has no tied attributes, you can proceed coding.

8) If a respondent has one or more ties, calculate corrected ranks:

a) Number all attributes that are not tied, leaving numerical places for those that are tied.

b) For each set of tied attributes, sum the values of the numerical places. Divide by the number of tied attributes in that set. This is the rank for all tied attributes in the set. Round up if .5 or over. Round down if .4 or under.

For example:

Original ranks	Non-ties renumbered					Corrected ranks
1	1					1
2		2	$\frac{9}{3} = 3$			3
2		3				3
2		+4				3
3	5	9				5
4				6	$\frac{13}{2} = 6.5 = 7$	7
4				+7		7
5	8			13		8

c) Using red pen, re-number ranks on questionnaire.

46/47	141	1) Neighborhood	00 = not listed 01 - 96 as ranked 97 = none ranked 98 = single item not ranked 99 = Section II skipped
48/49	142	2) Consumer	"
50/51	143	3) Housing	"
52/53	144	4) Employment	"
54/55	145	5) Education & schooling	"
56/57	146	6) Health	"
58/59	147	7) Housekeeping & household maintenance	"

Col.	Var. #	Variable description	Code
60/61	148	8) Transportation	00 = not listed 01 - 96 as ranked 97 = none ranked 98 = single item not ranked 99 = Section II skipped
62/63	149	9) Recreation & culture	"
64/65	150	10) Financial matters & assistance	"
66/67	151	11) Public assistance & social security	"
68/69	152	12) Discrimination & race relations	"
70/71	153	13) Child care, family, & person	"
72/73	154	14) Legal	"
74/75	155	15) Family planning & birth control	"
76/77	156	16) Crime & safety	"
78/79	157	17) Immigration, migration, & mobility	"
80	---	BLANK	

CARD FIVE

Col.	Var. #	Variable description	Code
1/2/3	158	Project	500
4/5	159	Deck number	01
6/7	160	Card number	05
8	161	Sub-sample	1=Librarian 2=Non-librarian
9/10/11	162	Respondent number	001 - nnn
12/13	163	18) Veterans & military	00 = not listed 01 - 96 as ranked 97 = none ranked 98 = single item not ranked 99 = Section II skipped

Col.	Var. #	Variable description	Code
14/15	164	19) Public affairs	00 = not listed 01 - 96 as ranked 97 = none ranked 98 = single item not ranked 99 = Section II skipped
16/17	165	20) Other	"
18/19	166	21) Unresolved	"
20/21	167	22) Partially resolved	"
22/23	168	23) Completely resolved	"
24/25	169	24) Listen to a complaint	"
26/27	170	25) Fill an information request	"
28/29	171	26) Fill a resource/service request	"
30/31	172	27) Not explicit at all	"
32/33	173	28) Somewhat explicit	"
34/35	174	29) Explicit	"
36/37	175	30) Not stable at all	"
38/39	176	31) Somewhat stable	"
40/41	177	32) Stable	"
42/43	178	33) Make a decision	"
44/45	179	34) Get around an obstacle	"
46/47	180	35) Cope with a worry	"
48/49	181	36) Live with a problematic situation	"
50/51	182	37) Get informed	"
52/53	183	38) No others	"
54/55	184	39) One or two others	"
56/57	185	40) Three or more others	"

Col.	Var. #	Variable description	Code
58/59	186	41) Independent	00 = not listed 01 - 96 as ranked 97 = none ranked 98 = single item not ranked 99 = Section II skipped
60/61	187	42) Tied in with other situations	"
62/63	188	43) Easy to get at the heart of	"
64/65	189	44) Hard to get at the heart of	"
66/67	190	45) Stand back	"
68/69	191	46) Get up close	"
70/71	192	47) Both stand back/get up close	"
72/73	193	48) Internal self	"
74/75	194	49) External self	"
76/77	195	50) Internal other	"
78/79	196	51) External other	"
80	---	BLANK	

CARD SIX

1/2/3	197	Project number	500
4/5	198	Deck number	01
6/7	199	Card number	06
8	200	Sub-sample	1=Librarian 2=Non-librarian
9/10/11	201	Respondent number	001 - nnn

Col.	Var. #	Variable description	Code
12/13	202	52) Non-human objects or conditions	00 = not listed 01 - 96 as ranked 97 = none ranked 98 = single item not ranked 99 = Section II skipped
14/15	203	53) By directing or pointing	"
16/17	204	54) By connecting to others	"
18/19	205	55) By stopping	"
20/21	206	56) By continuing/agreeing/giving in	"
22/23	207	57) By repeating	"
24/25	208	58) By being directed or pointed	"
26/27	209	59) By being connected by others	"
28/29	210	60) By being stopped	"
30/31	211	61) By being agreed with	"
32/33	212	62) By being made to repeat	"
34/35	213	63) Interpersonal strategy	"
36/37	214	64) Decisioning strategy	"
38/39	215	65) Cognitive strategy	"
40/41	216	66) Getting-someone-to-help strategy	"
42/43	217	67) Emotional strategy	"
44/45	218	68) None	"
46/47	219	69) 1-2 information things	"
48/49	220	70) 3-4 information things	"
50/51	221	71) No institutional sources	"
52/53	222	72) One or more institutional sources	"

Col.	Var. #	Variable description	Code
54/55	223	73) INFORMATION$_1$	00 = not listed 01 - 96 as ranked 97 = none ranked 98 = single item not ranked 99 = Section II skipped
56/57	224	74) INFORMATION$_2$	"
58/59	225	75) INFORMATION$_3$	"
60/61	226	76) To assess the situation/system	"
62/63	227	77) To learn options, alternatives	"
64/65	228	78) To locate in time and space	"
66/67	229	79) To learn reasons and causes	"
68/69	230	80) To learn ideas of others	"
70/71	231	81) To learn procedures	"
72/73	232	82) Easy to find information	"
74/75	233	83) Hard to find information	"
76/77	234	84) Impossible to find information	"
78/79	235	85) Helps client make progress	"
80	---	BLANK	

CARD SEVEN

Col.	Var. #	Variable description	Code
1/2/3	236	Project number	500
4/5	237	Deck number	01
6/7	238	Card number	07
8	239	Sub-sample	1=Librarian 2=Non-librarian
9/10/11	240	Respondent number	001 - nnn

Col.	Var. #	Variable description	Code
12/13	241	86) Helps client plan	00 = not listed 01 - 96 as ranked 97 = none ranked 98 = single item not ranked 99 = Section II skipped
14/15	242	87) Helps client get clarification	"
16/17	243	88) Helps client get social support	"
18/19	244	89) Helps client get self-control	"
20/21	245	90) Doesn't help client make progress	"
22/23	246	91) Doesn't help client plan	"
24/25	247	92) Doesn't help client get clarification	"
26/27	248	93) Doesn't help client get social support	"
28/29	249	94) Doesn't help client get self-control	"
30/31	250	95) The nature of the situation	"
32/33	251	96) The characteristics of client	"
34/35	252	97) The restraints on client	"
36/37	253	98) The client's efforts so far	"
38/39	254	99) Not likely at all	"
40/41	255	100) Somewhat unlikely	"
42/43	256	101) Somewhat likely	"
44/45	257	102) Very likely	"
46/47	258	103) The situation is not resolvable	"
48/49	259	104) The situation is not in the client's control	"

Col.	Var. #	Variable description	Code
50/51	260	105) The client lacks resources	00 = not listed 01 - 96 as ranked 97 = none ranked 98 = single item not ranked 99 = Section II skipped
52/53	261	106) The client's emotions or inactivity	"
54/55	262	107) The client doesn't understand others	"
56/57	263	108) The client lacks information	"
58/59	264	109) An institution (formal group) stand in way	"
60/61	265	110) An individual or peer/kin group stands in way	"
62/63	266	111) The situation is too complex	"
64/65	267	112) The situation is recurring	"
66/67	268	113) The situation is a societal issue	"
68/69	269	114) The client lacks time	"
70/71	270	115) The resolution is delayed	"
		(END OF CHECKLIST)	
72/73	271	# of attributes named in Section II	00 - 98 exact count 99 = Section II blank

Col.	Var. #	Variable description	Code

CODING INSTRUCTIONS: SECTION III
TRAINING STRENGTHS

1) Did R do task right?
   If no, can meaningful adjustments be made to fit our coding scheme?
   If no, see supervisor.

2) Read all answers to make sure respondent named an attribute descriptive of the client-in-situation at the point of contact.

   e.g., "Could train others to help clients make their requests explicit" should not indicate "explicit" (#29) as an attribute. Instead, re-number to the next closest but meaningful attribute. Thus, in this case, if the R named #29, it would be changed to #28.

3) If an attribute does not have an attribute #:

   a) Check to see if it is on the Checklist.
      If so, give it the appropriate number.

   b) If not, check to see if it has a best fit on the Checklist.
      If so, give it the appropriate number.

   c) If the given description does not have a matching attribute on the Checklist, delete that description and re-number the attribute ranks.

4) If the attribute # and the description do not match:

   a) Check to see if a best fit attribute # can be found on the Checklist.
      If so, give it the appropriate number.

   b) If no best fit attribute # can be found, ignore the description and use the attribute number given by the respondent.

5) Count the number of different attributes named, including all tied attributes. Put this number in a circle at the bottom right of answer sheet.

6) Count the number of attributes named that were also listed for Section II. Put the number of attributes listed in common for both sections in a square box at the bottom right of answer sheet.

7) When someone names an attribute but does not rank it, infer the rank if you can. Individual attribute rank missing--code as 98. If no attribute was given a rank, code each of the named attributes as 97. Not named = 00. Section skipped = 99.

8) If a respondent has no tied attributes, you can proceed coding.

9) If a respondent has one or more ties, calculate corrected ranks:

a) Number all attributes that are not tied, leaving numerical places for those that are tied.

b) For each set of tied attributes, sum the values of the numerical places. Divide by the number of tied attributes in the set. This is the rank for all tied attributes in the set. Round up if .5 or over. Round down if .4 or under.

For example:

Original ranks	Non-ties renumbered					Corrected ranks
1	1					1
2		2				3
2		3	$\frac{9}{3} = 3$			3
2		+4				3
3	5	9				5
4				6		7
4				+7	$\frac{13}{2} = 6.5 = 7$	7
5	8			13		8

c) Using a red pen, re-number ranks on questionnaire.

CARD EIGHT

Col.	Var. #	Variable description	Code
1/2/3	272	Project number	500
4/5	273	Deck number	01
6/7	274	Card number	08
8	275	Sub-sample	1=Librarian 2=Non-librarian
9/10/11	276	Respondent number	001 - nnn

20 /

Col.	Var. #	Variable description	Code
12/13	277	1) Neighborhood	00 = not listed 01 - 96 as ranked 97 = none ranked 98 = single item not ranked 99 = Section III skipped
14/15	278	2) Consumer	"
16/17	279	3) Housing	"
18/19	280	4) Employment	"
20/21	281	5) Education & schooling	"
22/23	282	6) Health	"
24/25	283	7) Housekeeping & household maintenance	"
26/27	284	8) Transportation	"
28/29	285	9) Recreation & culture	"
30/31	286	10) Financial matters & assistance	"
32/33	287	11) Public assistance & social security	"
34/35	288	12) Discrimination & race relations	"
36/37	289	13) Child care, family, & personal	"
38/39	290	14) Legal	"
40/41	291	15) Family planning & birth control	"
42/43	292	16) Crime & safety	"
44/45	293	17) Immigration, migration, & mobility	"
46/47	294	18) Veterans & military	"
48/49	295	19) Public affairs	"
50/51	296	20) Other	"

Col.	Var. #	Variable description	Code
52/53	297	21) Unresolved	00 = not listed 01 - 96 as ranked 97 = none ranked 98 = single item not ranked 99 = Section III skipped
54/55	298	22) Partially resolved	"
56/57	299	23) Completely resolved	"
58/59	300	24) Listen to a complaint	"
60/61	301	25) Fill an information request	"
62/63	302	26) Fill a resource/service request	"
64/65	303	27) Not explicit at all	"
66/67	304	28) Somewhat explicit	"
68/69	305	29) Explicit	"
70/71	306	30) Not stable at all	"
72/73	307	31) Somewhat stable	"
74/75	308	32) Stable	"
76/77	309	33) Make a decision	"
78/79	310	34) Get around an obstacle	"
80	---	BLANK	
CARD NINE			
1/2/3	311	Project number	500
4/5	312	Deck number	01
6/7	313	Card number	09
8	314	Sub-sample	1=Librarian 2=Non-librarian
9/10/11	315	Respondent number	001 - nnn

Col.	Var. #	Variable description	Code
12/13	316	35) Cope with a worry	00 = not listed 01 - 96 as ranked 97 = none ranked 98 = single item not ranked 99 = Section III skipped
14/15	317	36) Live with a problematic situation	"
16/17	318	37) Get informed	"
18/19	319	38) No others	"
20/21	320	39) One or two others	"
22/23	321	40) Three or more others	"
24/25	322	41) Independent	"
26/27	323	42) Tied in with other situations	"
28/29	324	43) Easy to get at the heart of	"
30/31	325	44) Hard to get at the heart of	"
32/33	326	45) Stand back	"
34/35	327	46) Get up close	"
36/37	328	47) Both stand back/get up close	"
38/39	329	48) Internal self	"
40/41	330	49) External self	"
42/43	331	50) Internal other	"
44/45	332	51) External other	"
46/47	333	52) Non-human objects or conditions	"
48/49	334	53) By directing or pointing	"
50/51	335	54) By connecting to others	"
52/53	336	55) By stopping	"
54/55	337	56) By continuing/agreeing/giving in	"

Col.	Var. #	Variable description	Code
56/57	338	57) By repeating	00 = not listed 01 - 96 as ranked 97 = none ranked 98 = single item not ranked 99 = Section III skipped
58/59	339	58) By being directed or pointed	"
60/61	340	59) By being connected by others	"
62/63	341	60) By being stopped	"
64/65	342	61) By being agreed with	"
66/67	343	62) By being made to repeat	"
68/69	344	63) Interpersonal strategy	"
70/71	345	64) Decisioning strategy	"
72/73	346	65) Cognitive strategy	"
74/75	347	66) Getting-someone-to-help strategy	"
76/77	348	67) Emotional strategy	"
78/79	349	68) None	"
80	---	BLANK	

CARD TEN

Col.	Var. #	Variable description	Code
1/2/3	350	Project number	500
4/5	351	Deck number	01
6/7	352	Card number	10
8	353	Sub-sample	1=Librarian 2=Non-librarian
9/10/11	354	Respondent number	001 - nnn

Col.	Var. #	Variable description	Code
12/13	355	69) 1-2 information things	00 = not listed 01 - 96 as ranked 97 = none ranked 98 = single item not ranked 99 = Section III skipped
14/15	356	70) 3-4 information things	"
16/17	357	71) No institutional sources	"
18/19	358	72) One or more institutional sources	"
20/21	359	73) INFORMATION$_1$	"
22/23	360	74) INFORMATION$_2$	"
24/25	361	75) INFORMATION$_3$	"
26/27	362	76) To assess the situation/system	"
28/29	363	77) To learn options, alternatives	"
30/31	364	78) To locate in time and space	"
32/33	365	79) To learn reasons and causes	"
34/35	366	80) To learn ideas of others	"
36/37	367	81) To learn procedures	"
38/39	368	82) Easy to find information	"
40/41	369	83) Hard to find information	"
42/43	370	84) Impossible to find information	"
44/45	371	85) Helps client make progress	"
46/47	372	86) Helps client plan	"
48/49	373	87) Helps client get clarification	"
50/51	374	88) Helps client get social support	"
52/53	375	89) Helps client get self-control	"
54/55	376	90) Doesn't help client make progress	"

Col.	Var. #	Variable description	Code
56/57	377	91) Doesn't help client plan	00 = not listed 01 - 96 as ranked 97 = none ranked 98 = single item not ranked 99 = Section III skipped
58/59	378	92) Doesn't help client get clarification	"
60/61	379	93) Doesn't help client get social support	"
62/63	380	94) Doesn't help client get self-control	"
64/65	381	95) The nature of the situation	"
66/67	382	96) The characteristics of client	"
68/69	383	97) The restraints on client	"
70/71	384	98) The client's efforts so far	"
72/73	385	99) Not likely at all	"
74/75	386	100) Somewhat unlikely	"
76/77	387	101) Somewhat likely	"
78/79	388	102) Very likely	"
80	----	BLANK	
CARD ELEVEN			
1/2/3	389	Project number	500
4/5	390	Deck number	01
[illegible]	391	Card number	11
8	392	Sub-sample	1=Librarian 2=Non-librarian
9/10/11	393	Respondent number	001 - nnn

Col.	Var. #	Variable description	Code
12/13	394	103) The situation is not resolvable	00 = not listed 01 - 96 as ranked 97 = none ranked 98 = single item not ranked 99 = Section III skipped
14/15	395	104) The situation is not in the client's control	"
16/17	396	105) The client lacks resources	"
18/19	397	106) The client's emotions or inactivity	"
20/21	398	107) The client doesn't understand others	"
22/23	399	108) The client lacks information	"
24/25	400	109) An institution (formal group) stands in way	"
26/27	401	110) An individual or peer/kin group stands in way	"
28/29	402	111) The situation is too complex	"
30/31	403	112) The situation is recurring	"
32/33	404	113) The situation is a societal issue	"
34/35	405	114) The client lacks time	"
36/37	406	115) The resolution is delayed	"
		(END OF CHECKLIST)	

Col.	Var. #	Variable description	Code
38/39	407	# of attributes named in section III	00 - 98 exact count 99 = Section III blank
40/41	408	# of training attributes in common with "system design" (Section II)	00 - 98 exact count

IF SECTION II OR III SKIPPED, CODE AS 99.

CODING INSTRUCTIONS: SECTION IV
ACCIDENTS

1) Did R do task right?
   If no, can meaningful adjustments be made to fit our coding scheme?
   If no, see supervisor.

2) If respondent has given more than one response to an item, take the lower number.

3) If the response "not applicable," "DK," or "?" is given, code as 8.

4) Code blanks or "/" as 9, otherwise use exact code.

5) Codes for this section are:
   1 = never
   2 = seldom
   3 = sometimes
   4 = often
   5 = very often
   8 = NA, DK, or ?
   9 = / or blank

Col.	Var. #	Variable description	Code
42	409	1) Failing to take exception to something a client said which was incorrect and then suffering the consequences.	See coding box above
43	410	2) Not getting the idea of something a client said to you.	"
44	411	3) Being unable to put your ideas for a client into words.	"
45	412	4) You failed to listen to a client and gave an incorrect response.	"
46	413	5) A client was unable to follow the instructions you gave.	"
47	414	6) Repeating something you said to a client and finding it wasn't necessary.	"
48	415	7) Saying something to a client in words that were familiar to you and finding the client thought you talked strangely.	"

Col.	Var. #	Variable description	Code
49	416	8) Failing to say you did not like something a client planned to do and then suffering the consequences.	See coding box on page 27
50	417	9) Not checking something by asking a client a question and then suffering the consequences.	"
51	418	10) You had a good idea for a client but it went to waste.	"
52	419	11) You assumed that someone would pass on your message to a client but the message didn't get through.	"
53	420	12) Failing to listen to a client and missing something important.	"
54	421	13) Not being able to think of an idea for a client's situation.	"
55	422	14) Not repeating something important to a client and then finding out it wasn't understood.	"
56	423	15) Trying to be friendly to a client and then finding out he is all business.	"
57	424	16) Allowing a client to make an incorrect assumption and then suffering the consequences.	"
58	425	17) Making a decision about how to handle a client's situation and then finding out there were alternatives you didn't know about.	"
59	426	18) Having lots of ideas in your head for a client but not being able to get them out.	"
60	427	19) You had difficulty finding a word you needed in talking with a client.	"
61	428	20) Failing to sort out what's important from what a client said to you.	"
62	429	21) A client failed to get the idea you had in mind.	"
63	430	22) Trying a new approach for dealing with a client situation and then finding out that the client would have preferred a more familiar approach.	"

Col.	Var. #	Variable description	Code
64	431	23) Suggesting to a client that several things belonged together and then finding out that they didn't at all.	See coding box on page 27
65	432	24) Not stopping an extended client monologue before it got started and then it was too late to interrupt.	"
66	433	25) Learning how to deal with a client problem by trial and error and then finding out there were alternatives you didn't know about.	"
67	434	26) You knew how to resolve something but you couldn't explain it to the client.	"
68	435	27) You were unable to find a way of sending a message to a client.	"
69	436	28) Trying to keep track of the information offered by the client and overlooking something.	"
70	437	29) Assuming that a client was thinking the same way you were about his situation but finding out this wasn't true.	"
71	438	30) Not re-reading some instructions before telling a client what to do and finding out the instructions you gave were wrong.	"
72	439	31) Giving a client an idea and then having the client react to you instead.	"
73	440	32) Not stopping a client's rambling explanation when you already had the gist of the need and then it was too late to speak up.	"
74	441	33) Considering various solutions with a client and then finding out you had a different problem in mind.	"
75	442	34) Saying something to a client in technical or jargon words and then finding out the client didn't understand you at all.	"

Col.	Var. #	Variable description	Code
76	443	35) Following a client's words closely and then having nothing to say when he stopped talking.	See coding box on page 27
77	444	36) Assuming that a client was as familiar with an alternative as you were and finding out he wasn't.	"
78	445	37) Not asking a client if he still wanted you to do something and finding out he had changed his mind.	"
79	446	38) Assuming that a client had the same experiences dealing with something that you do and then finding out differently.	"
80	447	39) Offering too many suggestions at one time and frustrating a client.	"

CARD TWELVE

Col.	Var. #	Variable description	Code
1/2/3	448	Project number	500
4/5	449	Deck number	01
6/7	450	Card number	12
8	451	Sub-sample	1=Librarian 2=Non-librarian
9/10/11	452	Respondent number	001 - nnn
12	453	40) Telling a client that a particular alternative was best and then having him return saying he found a better one.	See coding box on page 27
13	454	41) Saying something to a client in technical words and losing the client's attention.	"
14	455	42) You referred a client to another agency and then the client didn't follow up.	"
15	456	43) Thinking you had a client's situation all figured out so you paid less attention to what he was saying and then found out you didn't have the idea at all.	"

Col.	Var. #	Variable description	Code
16	457	44) Assuming that a client agreed with what you were going to do and then finding out the client didn't agree at all.	See coding box on page 27
17	458	45) Trying to use the client's vocabulary and then finding out the client thought you were talking down to him.	"
18	459	46) Having a clear idea in mind of what you wanted to say to a client but finding your tongue saying an entirely different thing.	"
19	460	47) Sitting and stewing about a client's situation instead of getting information to help you determine what to do.	"
20	461	48) Not clarifying a client's request by asking for further information and then setting to work on the wrong problem.	"
21	462	49) Thinking about how you would handle a client's problem instead of listening to what the client was saying and then making a wrong response.	"
22	463	50) Not asking a client to repeat something back to you and then finding he didn't get your point.	"
23	464	51) Trying to deal with too many of a client's problems at one time and not helping on any of them.	"
24	465	52) You suggested a resolution to a client only to find out it was an alternative he had already tried.	"
25	466	53) Being distracted by other things going on and missing the point of what the client had to say.	"
26	467	54) Thinking about how your boss would handle a client's situation and getting confused about your own ideas.	"

Col.	Var. #	Variable description	Code
27	468	55) Making assumptions about the client's situation and finding assumptions get in the way of what the client is saying.	See coding box on page 27
28	469	56) Starting to work on a solution for a client and finding out it is wrong but being unable to stop.	"
		(END OF ACCIDENTS)	

Col.	Var. #	Variable description	Code
29	470	Did R add any other accidents that happen to him on the job?	0 = no 1 = yes (If entire section blank, code here = 9.)
30	471	Did R add any citizen accidents?	"

NOTE: TALLY OPEN-ENDED RESPONSES ON THE OPEN-ENDED RESPONSE SHEET

Col.	Var. #	Variable description	Code
31-50	---	BLANK	

(continued)

Col.	Var. #	Variable description	Code

CODING INSTRUCTIONS: SECTION V
CITIZEN'S HANDBOOK

CA #1

1) Use the appropriate plastic template for each page of the Handbook, lining it up with the template guides. The template will indicate the assigned number for each of the sentence units.

2) You will code each sentence unit (a total of 222 units) twice.

3) Each sentence unit has been designated two columns on the codesheets.

   In the first column, you will code the first internal response. An internal response is one within the sentence proper.

   In the second column, you will code the first external response. An external response is one at the end of the sentence. (If the respondent made a slash through the middle of the last word of the sentence, code it as an external stop rather than as internal.)

4) If the respondent circled a word, instead of making a slash, code it as a stop.

5) If there is more than one internal response, you will delete the excess responses and put an I in the right hand margin for each response deleted.

   If there is more than one external response, you will delete the excess responses and put an E in the right hand margin for each response deleted.

   Thus, if an R has two internal responses, one will be deleted. If an R has two external responses, one will be deleted.

   At the end of coding, these deleted responses will be tallied.

6) If the respondent made a slash but did not specify the kind of reaction, code the reaction as a stop to think (T).

7) If the respondent has written a comment in as a response, the coder-editer will translate the comment into one of our responses (getting a second opinion as needed). If no particular response fits, code as a stop to think (T).

8) If a respondent wrote in a response to a whole paragraph, code an external stop for the last sentence of that paragraph. Do not code an external stop at the end of every sentence within the paragraph.

The scheme for the first column code--INTERNAL

0 = section completed but no response either internal or external to this sentence.

1 = section completed but no internal response to this sentence.

2 = A
3 = D
4 = ?
5 = R
6 = T

9 = no response to this section.

The scheme for the second column code--EXTERNAL

0 = section completed but no response either internal or external to this sentence.

1 = section completed but no external response to this sentence.

2 = A
3 = D
4 = ?
5 = R
6 = T

9 = no response to this section.

(continued)

In the Codebook pages following, the variables are indicated as two-column variables that should be read according to the following code:

Code	Internal	External
00	none*	none
12	none	A
13	none	D
14	none	?
15	none	R
16	none	T
21	A	none
22	A	A
23	A	D
24	A	?
25	A	R
26	A	T
31	D	none
32	D	A
33	D	D
34	D	?
35	D	R
36	D	T
41	?	none
42	?	A
43	?	D
44	?	?
45	?	R
46	?	T
51	R	none
52	R	A
53	R	D
54	R	?
55	R	R
56	R	T
61	T	none
62	T	A
63	T	D
64	T	?
65	T	R
66	T	T
99	none	none

*Note: The interpretation of "none" depends upon its context.

00 = Section V has responses, but no response, either internal or external, was made for this sentence.
99 = There was no response to Section V.
1n = There was no internal response to this sentence, but there was an external response.
n1 = There was an internal response to this sentence, but there was no external response.

For purposes of analysis, however, the internal responses can be examined by analyzing only the first column of the two-column codes. Similarly, the external responses can be examined by analyzing only the second column of the two-column codes.

(continued)

Col.	Var. #	Variable description	Code
51/52	472	1) CITIZEN'S HANDBOOK	CA #1
53/54	473	2) Living in a highly technological society is often very difficult.	"
55/56	474	3) The average citizen has many everyday concerns to cope with -- housing, getting along with other people, consumer issues, education, legal problems, and so on.	"
57/58	475	4) This CITIZEN'S HANDBOOK is designed to help you as you go about trying to cope with your everyday problems.	"
59/60	476	5) The first helpful thing to know about everyday problems is that you are not alone.	"
61/62	477	6) Virtually everyday citizen always has at least two or three everyday concerns.	"
63/64	478	7) In addition, the combination of these concerns constantly changes.	"
65/66	479	8) Both your own actions and thoughts as well as outside events affect the nature of your life situations.	"
67/68	480	9) Today's problems may be gone tomorrow.	"
69/70	481	10) But tomorrow will bring new problems.	"
71/72	482	11) The second helpful thing to know is that there are no right or wrong problems.	"
73/74	483	12) And, there are no right or wrong solutions.	"
75/76	484	13) Some other person may not see your situation as a problem.	"
77/78	485	14) Or, you may know people in situations like your own that don't seem to have the same problems you do.	"
79/80	[illegible]86	15) But you are unique -- a different person in a different complex of situations.	"

Col.	Var. #	Variable description	Code
CARD THIRTEEN			
1/2/3	487	Project #	500
4/5	488	Deck #	01
6/7	489	Card number	13
8	490	Sub-sample	1=Librarian 2=Non-Lib.
9/10/11	491	Respondent number	001 - nnn
12/13	492	16) Only you can judge what is troublesome to you.	CA #1
14/15	493	17) Only you can judge what will be helpful to you.	"
16/17	494	18) WHAT KIND OF PROBLEM DO YOU HAVE?	"
18/19	495	19) Problems are bound into situations.	"
20/21	496	20) It may be helpful for you to think of a problem as something which stops you from progressing — from moving in the direction you desire.	"
22/23	497	21) This is an unusual way of looking at problems.	"
24/25	498	22) Usually people ask you: "What kind of problem do you have?"	"
26/27	499	23) A housing problem?	"
28/29	500	24) A family problem?	"
30/31	501	25) A consumer problem?	"
32/33	502	26) These questions emphasize the topic of the problem.	"
34/35	503	27) Concentrating on the topic of the problem is useful in some ways.	"
36/37	504	28) For example, libraries and Yellow Pages are organized this way.	"
38/39	505	29) If you want a book that deals with your situation or if you want to contact an expert, you need to focus on the topic of your problem.	"
40/41	506	30) The topic, however, has little to do with why you have a problem.	"
42/43	507	31) You have a problem because for some reason you can't keep moving in a straight path.	"

Col.	Var. #	Variable description	Code
44/45	508	32) This inability to move in a straight path may take on several forms.	CA #1
46/47	509	33) You may have too many paths that you can take and need to choose among them.	"
48/49	510	34) This is a common kind of problem, often called a decision.	"
50/51	511	35) Or, it may be that you haven't any paths-- things are out of control.	"
52/53	512	36) There doesn't seem to be any way you can predict what's going to happen and you are worried.	"
54/55	513	37) Or, it may be that you know what path you want to take, what you want to do, but something is blocking your way.	"
56/57	514	38) You may be in a situation where you feel there is nothing you can do and you will have to be satisfied with the way things turn out.	"
58/59	515	39) Or, you may be in a situation where you want to get informed about something -- you want facts, details, understanding, a new way of thinking.	"
60/61	516	40) Sometimes you may find yourself in more than one of these types of situations at one time.	"
62/63	517	41) Or, you may find yourself moving from one to another.	"
64/65	518	42) What's important about these descriptions of different kinds of problems is that they are different ways of looking at situations.	"
66/67	519	43) Many experts tell you that you should look at your situation as a decision.	"
68/69	520	44) But the descriptions above suggest other ways.	"
70/71	521	45) One helpful thing you can do is to try to change your way of looking at your situation.	"
72/73	522	46) It's also important to emphasize that not all problems have solutions.	"
74/75	523	47) Looking at problems that way may just make you unnecessarily upset.	"
76/77	524	48) There are situations which you may see as completely unsolvable.	"

Col.	Var. #	Variable description	Code
78/79	525	49) This doesn't mean, however, that you can't do anything.	CA #1
80	---	BLANK	
CARD FOURTEEN			
1/2/3	526	Project #	500
4/5	527	Deck #	01
6/7	528	Card number	14
8	529	Sub-sample	1=Librarian 2=Non-Lib.
9/10/11	530	Respondent number	001-nnn
12/13	531	50) There are many things you can do.	CA #1
14/15	532	51) Some possibilities are outlined below.	"
16/17	533	52) A SOLUTION ISN'T THE ONLY KIND OF RESOLUTION	"
18/19	534	53) There's a lot of talk about solving problems.	"
20/21	535	54) Yet, we all know there are some problems that simply can not be solved in any absolute sense.	"
22/23	536	55) Getting along with people is one of these.	"
24/25	537	56) There are many others.	"
26/27	538	57) No one but you can judge in any final sense whether a situation you are in is solvable.	"
28/29	539	58) There are a lot of different reasons people give for situations not being solvable.	"
30/31	540	59) If you are in a situation that isn't solved, you might ask yourself why.	"
32/33	541	60) Is it because there is no possible solution?	"
34/35	542	61) Is the situation outside of your control?	"
36/37	543	62) Do you lack resources?	"
38/39	544	63) motivation?	"
40/41	545	64) information?	"

PHASE II CODEBOOK - CARD FOURTEEN

40 /

Col.	Var. #	Variable description	Code
42/43	546	65) time?	CA #1
44/45	547	66) Is someone or something acting as a barrier?	"
46/47	548	67) Is the situation too big or too complex?	"
48/49	549	68) If you conclude that there is no possible solution, there are other things you can work for.	"
50/51	550	69) You might work on getting control of yourself and your emotions.	"
52/53	551	70) Or, you might try to clarify and understand the situation.	"
54/55	552	71) Or, you might seek social support and agreement from other people to help you through the situation.	"
56/57	553	72) All these possibilities would be more helpful in a worry situation where you don't have control than trying to find alternative actions when deep down you feel there aren't any alternatives.	"
58/59	554	73) You might want to look for cues to help you judge whether your situation is unsolvable.	" "
60/61	555	74) One good one is how many other people are involved and how they are involved.	"
62/63	556	75) When other people are involved in your situation, their involvement puts constraints on you -- you can't move as freely.	"
64/65	557	76) If the other people are actually standing in your way -- acting as barriers -- you will have even less control.	"
66/67	558	77) If the other people are in control of the resources, you probably can't solve your situation without their cooperation.	"
68/69	559	78) This does not mean that you can't solve these situations.	"
70/71	560	79) It means that doing so involves dealing with these people.	"
72/73	561	80) If you find that impossible, it may mean accepting your situation as unsolvable and looking for other things you can do that will help you.	"

Col.	Var. #	Variable description	Code
74/75	562	81) SIMPLIFYING ISN'T NECESSARILY BEST	CA #1
76/77	563	82) Often you hear people say that the way to cope with a problem is to simplify it -- somehow reduce it to its basic parts.	"
78/79	564	83) Yet, just about any troublesome situation is probably tied in with one or more other situations.	"
80	---	BLANK	

CARD FIFTEEN

1/2/3	565	Project #	500
4/5	566	Deck #	01
6/7	567	Card number	15
8	568	Sub-sample	1=Librarian 2=Non-Lib.
9/10/11	569	Respondent number	001-nnn
12/13	570	84) Often, your situation has consequences for the future.	CA #1
14/15	571	85) These connections between a troublesome situation and other events are realistic.	"
16/17	572	86) Most people report such connections.	"
18/19	573	87) One would think that these connections make a situation harder to get at the heart of.	"
20/21	574	88) Sometimes this is true -- the more a situation is tied in with other events, the harder it is to get at the heart of.	"
22/23	575	89) But, for some situations, the more connections you see, the clearer the situation becomes and the easier it is to get at the heart of.	"
24/25	576	90) If you're stuck on a troublesome situation, you might try looking at how it is connected with other events.	"
26/27	577	91) HOW TO DEAL WITH YOUR SITUATION	"
28/29	578	92) There's no right way to deal with a troublesome situation.	"
30/31	579	93) Its characteristics change too fast.	"

Col.	Var. #	Variable description	Code
32/33	580	94) Your own thoughts about the situation change.	CA #1
34/35	581	95) Some helpful things seem to happen by accident.	"
36/37	582	96) You happen to run into someone who can help.	"
38/39	583	97) You run across a piece of useful information.	"
40/41	584	98) You suddenly understand something you didn't before.	"
42/43	585	99) Sometimes, you may want to take a less active role in dealing with your problem -- put it out of mind or just observe for a while.	"
44/45	586	100) When you do take an active role, there are some alternatives that are helpful and don't necessarily come naturally.	"
46/47	587	101) One is the need to focus on yourself -- your own behavior and your ideas, thoughts, and emotions.	"
48/49	588	102) If you are going to get a handle on your situation, you need to understand and make sense out of it in your own mind.	"
50/51	589	103) This suggestion contradicts some advice that says you ought to collect information and weigh possibilities.	"
52/53	590	104) But, you need time to understand the impact of events on you personally.	"
54/55	591	105) It's not selfish, it's necessary.	"
56/57	592	106) Another thing you can do that doesn't come naturally is to try a number of different approaches in dealing with your situation.	"
58/59	593	107) Many of us think we ought to use a knowledge approach, like reading something or getting information.	"
60/61	594	108) Many experts tell us we ought to take a decision approach and eliminate and compare alternatives.	"
62/63	595	109) Yet, there are a number of other ways to approach situations.	"
64/65	596	110) You can take an interpersonal approach -- talking to others, complaining.	"

Col.	Var. #	Variable description	Code
66/67	597	111) Or, you can take an emotional approach -- getting emotional and angry and constantly worrying about the situation.	CA #1
68/69	598	112) You can also take a getting-someone-to-help approach -- asking for advice or assistance.	"
70/71	599	113) Or, you can take an in-your-head approach -- thinking about the situation and trying to change your view of it.	"
72/73	600	114) One thing that is useful is to try more approaches.	"
74/75	601	115) If you are stuck on one approach, it might be helpful to try another.	"
76/77	602	116) Another thing that is useful is to try to fit the approach you use to your picture of the situation.	"
78/79	603	117) Chances are if you are in a situation where you see yourself as worried and out of control, it will be helpful to talk to other people, complain or get angry.	"
80	---	BLANK	

CARD SIXTEEN

Col.	Var. #	Variable description	Code
1/2/3	604	Project #	500
4/5	605	Deck #	01
6/7	606	Card number	16
8	607	Sub-sample	1=Librarian 2=Non-Lib.
9/10/11	608	Respondent number	001-nnn
12/13	609	118) If you are trying to get around an obstacle (like a bureaucracy), it may be more helpful to get outside help.	CA #1
14/15	610	119) It's important to know, however, that complaining to others and getting angry or emotional aren't the most useful approaches, even though they are often used.	"

Col.	Var. #	Variable description	Code
16/17	611	120) Some of the least used approaches for dealing with situations are often judged later as being the most helpful.	CA #1
18/19	612	121) One example is changing your view of the situation.	"
20/21	613	122) People find that very helpful but don't often use it.	"
22/23	614	123) Another is getting outside help.	"
24/25	615	124) How do you judge whether something you did was helpful?	"
26/27	616	125) You can ask how it helped.	"
28/29	617	126) Did you make progress?	"
30/31	618	127) Did you get social support and reassurance?	"
32/33	619	128) Did you gain self control?	"
34/35	620	129) Did things become clearer?	"
36/37	621	130) Were you better able to plan?	"
38/39	622	131) Each of these is a legitimate outcome and a way of judging whether something was helpful.	"
40/41	623	132) It is important to note that while each of these outcomes can be helpful, some of them have little to do with solving situations in any traditional sense of solution.	"
42/43	624	133) While you are working your way through your situation, you should also recall that both the situation and your view of the situation will change.	"
44/45	625	134) This means that what may be useful at one time may not be useful at another.	"
46/47	626	135) No one approach will work for all situations or all points in time.	"
48/49	627	136) WHAT ABOUT INFORMATION?	"
50/51	628	137) There's no doubt that you need to learn things or come to understand them in order to deal with troublesome situations.	"
52/53	629	138) You need to make sense out of your situation in order to know what to do.	"
54/55	630	139) But should you collect factual information?	"

Col.	Var. #	Variable description	Code
56/57	631	140) Not necessarily.	CA #1
58/59	632	141) It depends on what kind of sense you are looking for or need.	"
60/61	633	142) If you take the position that information is anything that is informing to you -- anything that helps you make sense --then you may want to get information on how other people feel or think.	"
62/63	634	143) Or, you may want to focus on the information you already have in your head and re-organize it to get a new view on your situation.	"
64/65	635	144) You may want to get information -- such as the information presented in this HANDBOOK -- on procedures for coping with your situation.	"
66/67	636	145) It is likely that at some point in dealing with a troublesome situation you will deal with several different kinds of information.	"
68/69	637	146) In all cases, being informed means that you make sense of what's going on and what you've heard or read.	"
70/71	638	147) If you don't have this opportunity to make internal sense, then whatever information you find will not be helpful.	"
72/73	639	148) Also, you can not assume that when you are talking to others they will give you this chance to make internal sense.	"
74/75	640	149) You may have to plan to do things that will help you make sense.	"
76/77	641	150) One way would be to plan what questions you want to ask someone who is helping you rather than letting the helper take the lead.	"
78/79	642	151) No matter what kind of sense you are looking for, it's important to realize that stopping in the middle of a situation to get informed is not easy.	"
80	---	BLANK	

CARD SEVENTEEN

Col.	Var. #	Variable description	Code
1/2/3	643	Project #	500
4/5	644	Deck #	01
6/7	645	Card number	17
8	646	Sub-sample	1=Librarian 2=Non-Lib.
9/10/11	647	Respondent number	001 - nnn
12/13	648	152) It doesn't come naturally.	CA #1
14/15	649	153) You might even think of getting "information" as a detour.	"
16/17	650	154) For some reason you can't keep going in a straight path without getting a new kind of sense.	"
18/19	651	155) This detour is often made harder in our society by the emphasis placed on facts.	"
20/21	652	156) There are some situations where you may well feel that the last thing you need would be more facts.	"
22/23	653	157) And, even when you do find relevant facts, they will not be useful unless you can fit them into your internal sense.	"
24/25	654	158) What kinds of information can you go about finding?	"
26/27	655	159) Usually, people ask whether you want this fact or that one.	"
28/29	656	160) Actually, though, the kind of information you want to find will depend on where you are in your situation and where you see yourself going.	"
30/31	657	161) You may want to locate yourself or others in time and space.	"
32/33	658	162) How can you find people?	"
34/35	659	163) When should you do things?	"
36/37	660	164) You may want to learn the reasons, causes, underlying motives, and history of your situation.	"
38/39	661	165) Why did things happen?	"

PHASE II CODEBOOK - CARD SEVENTEEN

Col.	Var. #	Variable description	Code
40/41	662	166) What caused them?	CA #1
42/43	663	167) What were the motives?	"
44/45	664	168) You may want to assess the situation or system.	"
46/47	665	169) What's your situation like?	"
48/49	666	170) What resources are available?	"
50/51	667	171) What are the rules?	"
52/53	668	172) You may want to know what others think.	"
54/55	669	173) What are other ideas?	"
56/57	670	174) Do others agree?	"
58/59	671	175) You may want to learn other possibilities.	"
60/61	672	176) What alternatives are best for you?	"
62/63	673	177) You may want to learn about procedures for doing things?	"
64/65	674	178) How can you think about this situation?	"
66/67	675	179) How can you do something?	"
68/69	676	180) Each of these is a good question to ask.	"
70/71	677	181) However, some are questions for which books and experts have no answers.	"
72/73	678	182) They are not all factual questions.	"
74/75	679	183) Sometimes this is hard to understand.	"
76/77	680	184) Facts or objective information are not the only kind of information you need in order to cope.	"
78/79	681	185) If you're in a decision situation, you will probably want to focus on the different possibilities so you can make progress toward a decision that fits you well.	"
80	---	BLANK	

PHASE II CODEBOOK - CARD EIGHTEEN

48 /

Col.	Var. #	Variable description	Code
CARD EIGHTEEN			
1/2/3	682	Project #	500
4/5	683	Deck #	01
6/7	684	Card number	18
8	685	Sub-sample	1=Librarian 2=Non-Lib.
9/10/11	686	Respondent number	001 - nnn
12/13	687	186) If you're in a worry situation, you will probably want to focus more on figuring out the situation and system so you can predict and understand it better.	CA #1
14/15	688	187) If you are trying to get around a barrier, you will probably want to focus more on procedures so you can learn how to do it.	"
16/17	689	188) If you are in an unsolvable situation, you will probably want to focus more on reasons, causes, underlying motives and history. so you can understand why things are happening.	"
18/19	690	189) SHOULD YOU GET OUTSIDE HELP?	"
20/21	691	190) It depends.	"
22/23	692	191) Getting outside help is frequently named as a useful way of dealing with troublesome situations.	"
24/25	693	192) It's important, though, to choose whom you go to carefully.	"
26/27	694	193) One of the difficulties in getting outside help -- whether from friends or experts -- is that the helper is not necessarily going to hear your problem the same way you mean to explain it.	"
28/29	695	194) While you may be thinking of a worry in which you need more self control, the helper may be thinking of a decision in which you should be getting a solution.	"

Col.	Var. #	Variable description	Code
30/31	696	195) When you and your helper have different pictures of what the situation is like and what you want to do, you may end up getting no help and getting more confused.	CA #1
32/33	697	196) When you decide to get outside help, it will probably be most successful if you decide in advance what you want to do and what you want the "helper" to do.	"
34/35	698	197) If you can tell the helper what kind of situation you see yourself in, things will probably go better.	"
36/37	699	198) You can't assume that even a professional helper will be skilled at reading your mind or seeing the world the way you do.	"
38/39	700	199) But what about when your problem is in a jumble, when you are confused, and really need someone to listen to your anger and your complaint?	"
40/41	701	200) Many people want this kind of help.	"
42/43	702	201) When you are seeking this kind of help, it will probably work best if you tell the helper this is what you want right from the start.	"
44/45	703	202) Otherwise, you may find the helper forcing you to get definite when you are not ready to be definite.	"
46/47	704	203) Thus, the first thing to do when you see a helper is to tell him what you want, even if it is just to wade through confusion.	"
48/49	705	204) You will also want to think of what the helper may need to know about you in order to be really helpful.	"
50/51	706	205) If you are trying to make a decision, you may want to tell the helper about you and your likes and dislikes so he can zero in on making a decision that fits you better.	"
52/53	707	206) If you are in a worry situation where you lack control, you may want to tell the helper about the restraints on you so he'll understand better why you see the situation as a worry.	"

Col.	Var. #	Variable description	Code
54/55	708	207) If you are trying to get around an obstacle, you may want to tell the helper what you have tried already and why it didn't work so you won't have to go over ideas you've thought of already.	CA #1
56/57	709	208) If you are just trying to be better informed about a situation, you may want to tell the helper how you see the situation so the helper might offer new ways of looking at it.	"
58/59	710	209) No matter for what reason you seek outside help and no matter from whom, the process of talking about your situation to someone else will probably be, in itself, informing.	"
60/61	711	210) You may find yourself solidifying your understanding.	"
62/63	712	211) Or, you may find yourself changing your view of your situation in mid-stream.	"
64/65	713	212) Most helpers probably can deal with the former -- helping you solidify your view.	"
66/67	714	213) However, when you start to change your picture, you may find some helpers trying to make you return to your former view.	"
68/69	715	214) In such cases, you will want to hold your ground.	"
70/71	716	215) It is not unreasonable that you have changed your view.	"
72/73	717	216) In fact, it's often useful.	"
74/75	718	217) Most important is the notion that you can take control of the situation when you go to a helper.	"
76/77	719	218) You can plan what you want.	"
78/79	720	219) If you find a helper asking you the wrong questions, you can guide the helper in the questions he asks you.	"
80	---	BLANK	

Col.	Var. #	Variable description	Code
CARD NINETEEN			
1/2/3	721	Project #	500
4/5	722	Deck #	01
6/7	723	Card number	19
8	724	Sub-sample	1=Librarian 2=Non-Lib.
9/10/11	725	Respondent number	001 - nnn
12/13	726	220) If you find a helper trying to reach for a definite solution when that's not what you want, you can tell him what kind of advice you are looking for.	CA #1
14/15	727	221) You are, after all, the person with the problem.	"
16/17	728	222) You are the only one who really knows your situation and what will be helpful.	
		(END OF CITIZEN'S HANDBOOK)	
18	729	Did respondent add any ideas to the citizen's handbook?	0=no 1=yes (If section blank, code here = 9.)
		KEEP A TALLY OF THE IDEAS ADDED ON THE OPEN ENDED RESPONSE SHEET.	
19/20	730	# of internal responses delected in coding handbook	00-98 (exact) (If section blank, code here = 9.)
21/22	731	# of external responses deleted in coding handbook	"
23/34	732	Total number of responses deleted in coding handbook	"

(continued)

Col.	Var. #	Variable description	Code

CODING INSTRUCTIONS: SECTION VI
YOUR AGENCY

1) For the most part, this section involves straight close-ended coding.

2) Follow specific instructions for each quaire item as indicated below.

Col.	Var. #	Variable description	Code
		Q1	
		Which services does AGENCY offer? Did R say....	
25	733	....info and/or referral?	0=no 1=yes
26	734	....resource or service	"
27	735	....crisis center	"
28	736	....counseling	"
29	737	....library	"
30	738	....mass media	"
31	739	....public information	"
32	740	# different agency services	0-7 (exact count)
		Which services does R perform? Did R say....	
33	741	....info and/or referral?	0=no 1=yes
34	742	....resource or service	"
35	743	....crisis center	"
36	744	....counseling	"
37	745	....library	"
38	746	....mass media	"
39	747	....public information	"
40	748	# different R services?	0-7 (exact count)

(continued)

CODING INSTRUCTIONS: Q2 in SECTION VI
AGENCY TOPIC FOCUS

1) Did R check ALL OF THE ABOVE? If yes, cross it off the questionnaire and add checks to all of the 19 pre-set topic categories.

2) Treat a "?" as a blank; code 0.
If Q2 is blank, code 0 for Var. #s 749 - 769.

3) Did R check OTHER? If yes...

- First determine if the written-in answer fits into one or more of the 19 pre-set categories (using CA #3 in Phase I, as needed). If so, delete OTHER and put check(s) where appropriate on pre-set categories.
- If OTHER does not fit into pre-set categories, then determine if written in response is a general answer (like information, a-v, library service). If so, this OTHER response will be coded as OTHER (GENERAL).
- Any remaining OTHER answers are to be coded OTHER (TOPIC)

4) Mark any editing changes resulting from application of the above rules right on respondent's questionnaire.

Col.	Var. #	Variable description	Code
		Q2	
		What topics does agency focus on? Did R say...	
41	749	...neighborhood	0=no 1=yes
42	750	...consumer	"
43	751	...housing	"
44	752	...employment	"
45	753	...education & schooling	"
46	754	...health	"
47	755	...housekeeping & household main.	"
48	756	...transportation	"
49	757	...recreation & culture	"
50	758	...financial matters & assistance	"
51	759	...public assistance & soc. sec.	"
52	760	...discrimination & race rel.	"
53	761	...child care, family, personal	"
54	762	...legal	"
55	763	...family planning & birth control	"
56	764	...crime & safety	"
57	765	...immigration, migration, mobility	"
58	766	...veterans & military	"
59	767	...public affairs	"
60	768	...other (GENERAL)	" (see rules)
61	769	...other (TOPIC)	" (see rules)

Col.	Var. #	Variable description	Code
62/63	770	# different pre-set categories of topics checked (excluding other)	00-19 (exact) 19=all of above

CODING INSTRUCTIONS: Q3 in Section VI
AGE OF CLIENTS

1) Did R check ALL OF THE ABOVE? If yes, cross it off the questionnaire and add checks to all age categories.

2) If Q3 is blank, treat as if ALL OF THE ABOVE were checked, i.e., code 1 for each age category.

Col.	Var. #	Variable description	Code
		Q3 Age of clients? Did R say...	
64	771	...up to 5 years of age?	0=no 1=yes
65	772	...6 to 12 years of age	"
66	773	...13 to 18 years of age	"
67	774	...19 to 30 years of age	"
68	775	...31 to 59 years of age	"
69	776	...60 to 65 years of age	"
70	777	...66 years of age or older	"
71	778	# of age categories checked	0-7 (exact count) 7 = all of above
		Q4 Race/ethnic origin of clients?	
72	779	Does agency specialize in a particular group?	0=no 1=yes

If Q4 blank, treat as "no," i.e., code 0 for each group. If other non-racial groups are given, ignore them.

If R says equivalent of "We serve everybody," code 0 in Cols. 72 - 80.

Col.	Var. #	Variable description	Code
73	780	...Black?	"
74	781	...Chicano	"
75	782	...Chinese	"
76	783	...Filipino	"
77	784	...Japanese	"
78	785	...Korean	"
79	786	...Native American	"
80	787	...Other	

Col.	Var. #	Variable description	Code
CARD TWENTY			
1/2/3	788	Project #	500
4/5	789	Deck #	01
6/7	790	Card number	20
8	791	Sub-sample	1=Librarian 2=Non-Librarian
9/10/11	792	Respondent number	001 - nnn
12	793	# of different racial/ethnic groups agency specializes in, including other.	0-8 (exact count) 8=8 or more
		Q5	
13	794	Number of years R has worked for agency?	0 = less than 1 year 1 = 1-2 years 2 = 3-4 years 3 = 5-6 years 4 = 7-8 years 5 = 9 or more years 9 = no response
		Q6	
14	795	Number of years R has done similar work?	"
		Q7 (NOTE: If Q7 is blank, code Cols. 15 - 28 as 0 unless all of Section VI was skipped.) Formal education. Did R say...	
15	796	...training in business management	0=no 1=yes
16	797	...training in communications	"
17	798	...training in librarianship	"
18	799	...training in psychiatry	"
19	800	...training in psychology	"
20	801	...training in social work	"
21	802	Did R write in any other kind of training?	"

Col.	Var. #	Variable description	Code
		Was that training in	
22	803	...SOCIOLOGY	" (NOTE: Use these codes only if R used these terms. Do not interpret.)
23	804	...NUTRITION, DIETETICS	"
24	805	...FAMILY COUNSELING, RELATIONS	"
25	806	...NURSING	"
26	807	...PUBLIC HEALTH	"
27	808	...OTHER HEALTH SCIENCES	"
28	809	Did R list any other training not coded above?	"
		IF SO, TALLY ANSWER ON OPEN-ENDED RESPONSE SHEET.	
		Q8	
29	810	Number of years of education	0 = 0-6 years 1 = 7-9 years 2 = 10-11 years 3 = 12 years 4 = 13-15 years 5 = 16 years 6 = 17 or more years 9 = no response
		Q9 IS USED FOR VAR. # 009.	
		Q10	
30	811	Did R write in any reactions to questionnaire	0=no 1=yes
		TALLY REACTIONS ON OPEN ENDED RESPONSE SHEET	
31-80	---	BLANK	

VARIABLE LISTING FOR READING CITIZEN'S HANDBOOK CODES AS ONE COLUMN VARIABLES.

As the codebook is presented in the preceding pages, all codes for the citizen's handbook must be read as two column variables as explained on page 35.

This listing allows access to a file in which the variables are entered as one-column variables as explained on page 34.

Variable #	Sentence #	Internal	External
812	1	x	
813	1		x
814	2	x	
815	2		x
816	3	x	
817	3		x
818	4	x	
819	4		x
820	5	x	
821	5		x
822	6	x	
823	6		x
824	7	x	
825	7		x
826	8	x	
827	8		x
828	9	x	
829	9		x
830	10	x	
831	10		x
832	11	x	
833	11		x
834	12	x	
835	12		x
836	13	x	
837	13		x
838	14	x	
839	14		x
840	15	x	
841	15		x
842	16	x	
843	16		x
844	17	x	
845	17		x
846	18	x	
847	18		x

Variable #	Sentence #	Internal	External
848	19	x	
849	19		x
850	20	x	
851	20		x
852	21	x	
853	21		x
854	22	x	
855	22		x
856	23	x	
857	23		x
858	24	x	
859	24		x
860	25	x	
861	25		x
862	26	x	
863	26		x
864	27	x	
865	27		x
866	28	x	
867	28		x
868	29	x	
869	29		x
870	30	x	
871	30		x
872	31	x	
873	31		x
874	32	x	
875	32		x
876	33	x	
877	33		x
878	34	x	
879	34		x
880	35	x	
881	35		x
882	36	x	
883	36		x
884	37	x	
885	37		x
886	38	x	
887	38		x
888	39	x	
889	39		x
890	40	x	
891	40		x
892	41	x	
893	41		x

Variable #	Sentence #	Internal	External
894	42	x	
895	42		x
896	43	x	
897	43		x
898	44	x	
899	44		x
900	45	x	
901	45		x
902	46	x	
903	46		x
904	47	x	
905	47		x
906	48	x	
907	48		x
908	49	x	
909	49		x
910	50	x	
911	50		x
912	51	x	
913	51		x
914	52	x	
915	52		x
916	53	x	
917	53		x
918	54	x	
919	54		x
920	55	x	
921	55		x
922	56	x	
923	56		x
924	57	x	
925	57		x
926	58	x	
927	58		x
928	59	x	
929	59		x
930	60	x	
931	60		x
932	61	x	
933	61		x
934	62	x	
935	62		x
936	63	x	
937	63		x
938	64	x	
939	64		x

Variable #	Sentence #	Internal	External
940	65	x	
941	65		x
942	66	x	
943	66		x
944	67	x	
945	67		x
946	68	x	
947	68		x
948	69	x	
949	69		x
950	70	x	
951	70		x
952	71	x	
953	71		x
954	72	x	
955	72		x
956	73	x	
957	73		x
958	74	x	
959	74		x
960	75	x	
961	75		x
962	76	x	
963	76		x
964	77	x	
965	77		x
966	78	x	
967	78		x
968	79	x	
969	79		x
970	80	x	
971	80		x
972	81	x	
973	81		x
974	82	x	
975	82		x
976	83	x	
977	83		x
978	84	x	
979	84		x
980	85	x	
981	85		x
982	86	x	
983	86		x
984	87	x	
985	87		x
986	88	x	
987	88		x

Variable #	Sentence #	Internal	External
988	89	x	
989	89		x
990	90	x	
991	90		x
992	91	x	
993	91		x
994	92	x	
995	92		x
996	93	x	
997	93		x
998	94	x	
999	94		x
1000	95	x	
1001	95		x
1002	96	x	
1003	96		x
1004	97	x	
1005	97		x
1006	98	x	
1007	98		x
1008	99	x	
1009	99		x
1010	100	x	
1011	100		x
1012	101	x	
1013	101		x
1014	102	x	
1015	102		x
1016	103	x	
1017	103		x
1018	104	x	
1019	104		x
1020	105	x	
1021	105		x
1022	106	x	
1023	106		x
1024	107	x	
1025	107		x
1026	108	x	
1027	108		x
1028	109	x	
1029	109		x
1030	110	x	
1031	110		x
1032	111	x	
1033	111		x

Variable #	Sentence #	Internal	External
1034	112	x	
1035	112		x
1036	113	x	
1037	113		x
1038	114	x	
1039	114		x
1040	115	x	
1041	115		x
1042	116	x	
1043	116		x
1044	117	x	
1045	117		x
1046	118	x	
1047	118		x
1048	119	x	
1049	119		x
1050	120	x	
1051	120		x
1052	121	x	
1053	121		x
1054	122	x	
1055	122		x
1056	123	x	
1057	123		x
1058	124	x	
1059	124		x
1060	125	x	
1061	125		x
1062	126	x	
1063	126		x
1064	127	x	
1065	127		x
1066	128	x	
1067	128		x
1068	129	x	
1069	129		x
1070	130	x	
1071	130		x
1072	131	x	
1073	131		x
1074	132	x	
1075	132		x
1076	133	x	
1077	133		x
1078	134	x	
1079	134		x

Variable#	Sentence #	Internal	External
1080	135	x	
1081	135		x
1082	136	x	
1083	136		x
1084	137	x	
1085	137		x
1086	138	x	
1087	138		x
1088	139	x	
1089	139		x
1090	140	x	
1091	140		x
1092	141	x	
1093	141		x
1094	142	x	
1095	142		x
1096	143	x	
1097	143		x
1098	144	x	
1099	144		x
1100	145	x	
1101	145		x
1102	146	x	
1103	146		x
1104	147	x	
1105	147		x
1106	148	x	
1107	148		x
1108	149	x	
1109	149		x
1110	150	x	
1111	150		x
1112	151	x	
1113	151		x
1114	152	x	
1115	152		x
1116	153	x	
1117	153		x
1118	154	x	
1119	154		x
1120	155	x	
1121	155		x
1122	156	x	
1123	156		x
1124	157	x	
1125	157		x
1126	158	x	
1127	158		x

Variable #	Sentence #	Internal	External
1128	159	x	
1129	159		x
1130	160	x	
1131	160		x
1132	161	x	
1133	161		x
1134	162	x	
1135	162		x
1136	163	x	
1137	163		x
1138	164	x	
1139	164		x
1140	165	x	
1141	165		x
1142	166	x	
1143	166		x
1144	167	x	
1145	167		x
1146	168	x	
1147	168		x
1148	169	x	
1149	169		x
1150	170	x	
1151	170		x
1152	171	x	
1153	171		x
1154	172	x	
1155	172		x
1156	173	x	
1157	173		x
1158	174	x	
1159	174		x
1160	175	x	
1161	175		x
1162	176	x	
1163	176		x
1164	177	x	
1165	177		x
1166	178	x	
1167	178		x
1168	179	x	
1169	179		x
1170	180	x	
1171	180		x
1172	181	x	
1173	181		x
1174	182	x	
1175	182		x

Variable #	Sentence #	Internal	External
1176	183	x	
1177	183		x
1178	184	x	
1179	184		x
1180	185	x	
1181	185		x
1182	186	x	
1183	186		x
1184	187	x	
1185	187		x
1186	188	x	
1187	188		x
1188	189	x	
1189	189		x
1190	190	x	
1191	190		x
1192	191	x	
1193	191		x
1194	192	x	
1195	192		x
1196	193	x	
1197	193		x
1198	194	x	
1199	194		x
1200	195	x	
1201	195		x
1202	196	x	
1203	196		x
1204	197	x	
1205	197		x
1206	198	x	
1207	198		x
1208	199	x	
1209	199		x
1210	200	x	
1211	200		x
1212	201	x	
1213	201		x
1214	202	x	
1215	202		x
1216	203	x	
1217	203		x
1218	204	x	
1219	204		x
1220	205	x	
1221	205		x
1222	206	x	
1223	206		x

Variable #	Sentence #	Internal	External
1224	207	x	
1225	207		x
1226	208	x	
1227	208		x
1228	209	x	
1229	209		x
1230	210	x	
1231	210		x
1232	211	x	
1233	211		x
1234	212	x	
1235	212		x
1236	213	x	
1237	213		x
1238	214	x	
1239	214		x
1240	215	x	
1241	215		x
1242	216	x	
1243	216		x
1244	217	x	
1245	217		x
1246	218	x	
1247	218		x
1248	219	x	
1249	219		x
1250	220	x	
1251	220		x
1252	221	x	
1253	221		x
1254	222	x	
1255	222		x

APPENDIX F

CHAPTER VI REFERENCE TABLES

Table 6-4..[illegible]

Table 6-8..F[illegible]

Table 6-9..F-21

Table 6-4

Master table of raw percentages[a] for estimates of how the "checklist" attributes applied to "collective client" situations across both the citizen and the practitioner samples.

ATTRIBUTES	Per cent of citizen[b] situations	Average per cent estimate of collective client situations by practitioners[c]		
	CITIZENS	LIBRARY	AGENCY	TOTAL
TOPIC FOCUS (Topic focus of situations)				
1) Neighborhood	23.6	6.0	10.4	8.3
2) Consumer	36.0	14.6	16.9	15.8
3) Housing	17.2	5.8	25.4	16.5
4) Employment	42.3	13.9	36.2	25.7
5) Education & schooling	33.3	16.5	22.8	19.8
6) Health	38.2	9.8	43.7	27.8
7) Housekeeping & household maintenance	24.3	18.2	16.2	17.1
8) Transportation	16.5	6.7	21.4	14.8
9) Recreation & culture	10.5	20.6	17.8	19.1
10) Financial matters & assistance	34.1	11.7	28.5	20.7
11) Public assistance & social security	7.9	5.3	40.3	24.6
12) Discrimination & race relations	7.1	5.3	16.2	11.2
13) Child care, family & personal	50.9	15.7	37.6	27.3
14) Legal	7.1	9.5	22.1	16.2
15) Family planning & birth control	0.4	7.0	10.6	8.9
16) Crime & safety	29.2	5.5	15.6	11.2
17) Immigration, migration & mobility	1.1	6.5	12.4	9.7
18) Veterans & military	0.7	3.3	7.4	5.5
19) Public affairs	11.6	23.2	10.9	16.8
20) Other	----[e]	27.6	20.5	23.6
SUM OF %[d]	392.0	232.7	432.9	340.6
RESOLUTION STATE (Resolution state of situations)				
21) Unresolved	59.0	23.9	38.8	32.0
22) Partially resolved	20.3	36.0	36.9	36.5
23) Completely resolved	20.7	31.7	26.4	28.8
SUM OF %[d]	100.0	91.6	102.1	97.3

(continued)

Table 6-4 (continued)

ATTRIBUTES	Per cent of citizen[b] situations	Average per cent estimate of collective client situations by practitioners[c]		
	CITIZENS	LIBRARY	AGENCY	TOTAL
NATURE OF CLIENT REQUEST (What are clients asking you to do)				
24) Listen to a complaint	91.0	11.5	34.5	23.7
25) Fill an information request	21.0	61.8	46.4	53.6
26) Fill a resource/service request	72.3	34.4	57.1	46.4
SUM OF %[d]	184.3	107.7	138.0	123.7
EXPLICITNESS OF REQUEST (How explicit are client requests)				
27) Not explicit at all	39.2	17.1	15.4	16.2
28) Somewhat explicit	45.8	37.8	35.4	36.6
29) Explicit	15.0	40.4	47.4	44.1
SUM OF %[d]	100.0	95.3	98.2	96.9
STABILITY OF REQUEST (How stable are client requests)				
30) Not stable at all	37.7	15.5	18.3	17.0
31) Somewhat stable	25.4	28.6	28.4	28.5
32) Stable	36.9	50.2	54.1	52.2
SUM OF %[d]	100.0	94.3	100.8	97.7
CLIENT MOVEMENT STATE (What are clients trying to do in their situations)				
33) Make a decision	57.0	19.8	28.8	24.6
34) Get around an obstacle	64.9	17.0	42.2	31.1
35) Cope with a worry	59.6	11.0	33.9	24.2
36) Live with a problematic situation	56.6	12.2	28.6	21.7
37) Get informed	59.2	62.9	47.5	54.8
SUM OF %[d]	297.3	122.9	181.0	156.4

(continued)

Table 6-4 (continued)

ATTRIBUTES	Per cent of citizen[b] situations	Average per cent estimate of collective client situations by practitioners[c]		
	CITIZEN	LIBRARY	AGENCY	TOTAL
SOCIAL EMBEDDEDNESS (How many others are involved in client situations)				
38) No others	21.0	40.2	22.2	30.1
39) One or two others	57.5	28.4	37.7	33.8
40) Three or more others	21.4	23.5	41.7	33.9
SUM OF %[d]	99.9	92.1	101.6	97.8
SITUATION EMBEDDENESS (How independent are client situations from other situations)				
41) Independent	44.9	45.8	28.7	35.9
42) Tied in with other situations	55.1	40.8	66.3	55.4
SUM OF %[d]	100.0	86.2	95.0	91.3
PERCEPTUAL EMBEDDEDNESS (Do clients find it easy or hard to get at the heart of their situations)				
43) Easy to get at the heart of	39.0	52.4	40.1	45.9
44) Hard to get at the heart of	61.0	37.8	56.1	47.5
SUM OF %[d]	100.0	90.2	96.2	93.4
PREFERRED PERSPECTIVE[f] (What perspective do clients prefer for their situations)				
45) Stand back	22.6	25.4	25.9	25.7
46) Get up close	33.1	42.3	42.2	42.2
47) Both stand back/get up close	39.8	28.5	37.0	33.4
SUM OF %[d]	95.5	96.2	105.1	101.3

(continued)

Table 6-4 (continued)

ATTRIBUTES	Per cent of citizen[b] situations	Average per cent estimate of collective client situations by practitioners[c]		
	CITIZEN	LIBRARY	AGENCY	TOTAL
ORIENTATIONAL STATE (What do clients pay attention to in their situations)				
48) Internal self	44.9	29.1	37.3	33.7
49) External self	89.0	20.7	30.2	25.9
50) Internal other	13.9	16.5	21.1	19.1
51) External other	64.1	20.6	33.3	27.8
52) Non-human objects or conditions	50.6	32.4	24.9	28.2
SUM OF %[d]	262.5	119.3	146.8	134.7
SITUATION-FACING TACTICS (How do clients respond in situations)				
53) By directing or pointing	66.8	46.3	51.0	48.9
54) By connecting to others	40.9	39.1	57.6	49.4
55) By stopping	41.3	18.7	39.6	31.3
56) By continuing/agreeing/giving in	20.6	31.2	40.0	36.2
57) By repeating	3.6	25.3	41.2	34.4
58) By being directed or pointed	40.1	50.5	57.7	54.3
59) By being connected by others	17.8	36.8	49.8	44.2
60) By being stopped	62.8	17.3	40.6	31.6
61) By being agreed with	3.6	29.1	45.2	38.5
62) By being made to repeat	9.3	21.2	34.8	29.3
SUM OF %[d]	306.8	315.5	457.5	398.1

(continued)

Table 6-4 (continued)

ATTRIBUTES	Per cent of citizen[b] situations	Average per cent estimate of collective client situations by practitioners[c]		
	CITIZENS	LIBRARY	AGENCY	TOTAL
SITUATION-FACING STRATEGIES (What strategies do clients use for situation-facing)				
63) Interpersonal strategy	75.3	29.4	54.7	43.0
64) Decisioning strategy	32.2	20.8	28.3	25.0
65) Cognitive strategy	42.3	25.2	15.8	20.0
66) Getting-someone-to-help stategy	45.7	52.2	62.2	57.5
67) Emotional strategy	60.3	8.2	32.5	21.4
SUM OF %[d]	255.8	135.8	193.5	166.9
AMOUNT OF INFORMATION SEEKING (How much information do clients seek in their situations)				
68) None	27.3	8.5	17.3	13.2
69) 1-2 information things	50.5	59.6	52.5	55.8
70) 3 or more information things	22.1	31.4	39.8	35.9
SUM OF %[d]	99.9	99.5	109.6	104.9
USE OF INSTITUTIONAL SOURCES (Do clients use institutional sources to get information)				
71) No institutional sources	62.5	24.2	30.2	27.5
72) One or more institutional sources	37.5	61.3	63.0	62.2
SUM OF %[d]	100.0	85.5	93.2	89.7

(continued)

Table 6-4 (continued)

ATTRIBUTES	Per cent of citizen^b situations	Average per cent estimate of collective client situations by practitioners^c		
	CITIZENS	LIBRARY	AGENCY	TOTAL
INFORMATION TYPES (What type of information do clients seek in their situations)				
73) INFORMATION$_1$	40.4	56.6	50.2	53.2
74) INFORMATION$_2$	30.0	20.0	29.6	25.2
75) INFORMATION$_3$	29.2	30.5	39.3	35.2
SUM OF %^{d}	99.6	107.1	119.1	113.6
INFORMATION QUESTIONS (What do clients want to learn in their situations)				
76) To assess the situation/ system	30.7	29.8	47.4	39.6
77) To learn options, alternatives	12.7	24.3	39.7	32.6
78) To locate in time and space	12.0	20.3	33.2	27.5
79) To learn reasons and causes	22.8	23.1	28.5	26.0
80) To learn ideas of others	12.0	28.8	30.0	29.4
81) To learn procedures	22.7	34.7	49.1	42.5
SUM OF %^{d}	112.9	161.0	227.9	197.6
EASE OF INFORMATION FINDING (Do clients see information as easy or hard to find)				
82) Easy to find information	53.4	45.5	29.8	37.3
83) Hard to find information	33.7	38.6	51.1	45.1
84) Impossible to find information	13.0	9.5	18.9	14.4
SUM OF %^{d}	100.1	93.6	99.8	96.8

(continued)

Table 6-4 (continued)

ATTRIBUTES	Per cent of citizen[b] situations	Average per cent estimate of collective client situations by practitioners[c]		
	CITIZENS	LIBRARY	AGENCY	TOTAL
HELPING INFORMATION UTILITIES (When information is seen as helpful, how do clients see it as helping)				
85) Helps client make progress	51.0	46.7	54.0	50.6
86) Helps client plan	30.6	33.4	44.4	39.2
87) Helps client get clarification	42.8	33.7	44.3	39.4
88) Helps client get social support	10.2	19.9	44.9	34.1
89) Helps client get self-control	17.3	19.1	42.1	32.1
SUM OF χ[d]	151.9	152.8	229.7	195.4
NON-HELPING INFORMATION UTILITIES (When information is seen as not helpful, why do clients say it doesn't help)				
90) Doesn't help client make progress	71.4	25.8	28.0	27.1
91) Doesn't help client plan	17.8	16.9	23.7	20.6
92) Doesn't help client get clarification	21.4	19.8	22.0	21.0
93) Doesn't help client get social support	10.7	11.1	23.8	18.7
94) Doesn't help client get self-control	10.7	9.4	27.9	20.7
SUM OF χ[d]	132.0	83.0	125.4	108.1

(continued)

Table 6-4 (continued)

ATTRIBUTES	Per cent of citizen[b] situations	Average per cent estimate of collective client situations by practitioners[c]		
	CITIZENS	LIBRARY	AGENCY	TOTAL
EXPERT QUESTIONS (What do clients want practitioners to know about them and their situations)				
95) The nature of situation	24.6	41.4	61.8	52.2
96) The characteristics of client	36.7	20.7	46.7	34.6
97) The restraints on client	16.4	23.6	46.1	35.6
98) The client's efforts so far	20.3	30.7	50.1	41.1
SUM OF %[d]	98.0	116.4	204.7	163.5
LIBRARY INFORMATION EXPECTATION (Do clients expect libraries to have information that will help)				
99) Not likely at all	49.6	7.4	60.3	32.2
100) Somewhat unlikely	12.7	11.5	37.1	23.6
101) Somewhat likely	18.9	40.6	20.0	30.7
102) Very likely	18.9	59.2	14.1	37.8
SUM OF %[d]	100.1	118.7	131.5	124.3

(continued)

Table 6-4 (continued)

ATTRIBUTES	Per cent of citizen[b] situations	Average per cent estimate of collective client situations by practitioners[c]		
	CITIZENS	LIBRARY	AGENCY	TOTAL
BARRIERS TO RESOLUTION[g] (What barriers do clients see to resolution)				
103) The situation is not resolvable	4.7	7.4	16.2	12.4
104) The situation is not in the client's control	5.7	12.8	38.2	27.2
105) The client lacks resources	17.5	20.4	40.4	31.6
106) The client's emotions or inactivity	13.7	7.5	20.[illegible]	15.5
107) The client doesn't understand others	2.4	9.4	21.6	16.9
108) The client lacks information	10.0	37.8	36.1	36.9
109) An institution (formal group) stands in way	15.2	17.4	43.0	32.0
110) An individual or peer/kin group stands in way	10.4	10.0	23.8	18.4
111) The situation is too complex	0.0	17.5	31.8	25.5
112) The situation is recurring	10.4	12.1	29.3	22.6
113) The situation is a societal issue	7.1	12.8	36.3	26.5
114) The client lacks time	2.4	24.0	13.8	18.5
115) The resolution is delayed	15.2	14.4	21.5	18.5
SUM OF %[d]	114.7	203.5	372.7	302.5
OVERALL SUM OF %[d]	3503.3	2910.9	3962.3	3492.5
MEAN CITATION %[d]	30.7	25.3	34.5	30.4
N (# of respondents)[bc]	300	126	141	267

(continued)

Table 6-4 (continued)

---

[a] This master table is the data source for the citizen discrepancy scores and the attribute emphasis scores used in Tables 6-5, 6-7, 6-8, and 6-10.

[b] There were 300 general population citizen respondents in the Phase I study. Of these 300 respondents, 267 described from 1 to 5 life-facing situations, one of which was selected for in-depth analysis. This is the eligible n for most of the attributes (1-70, 73-81, 95-102). Attributes 71-72, 82-84 were applied only to those respondents who sought information relating to the in-depth situation (n=194). Attributes 85-89 were applied only to those respondents who found one or more helpful information things (n=98). Attributes 90-94 were applied only to those respondents who found one or more non-helpful information things (n=28). Attributes 103-115 were applied only to those respondents whose in-depth situation was not completely resolved (n=211). The actual ns for each of these variables is in some cases less than the eligible n indicated above because of missing data. The magnitude of the missing data problem was not large. Actual ns by attribute number are: 1-20, 267; 21-23, 266; 24-26, 267; 27-29, 265; 30-32, 267; 33-37, 265; 38-40, 252; 41-42, 265; 43-44, 264; 45-47, 239; 48-52, 245; 53-62, 247; 63-70, 267; 71-72, 192; 73-81, 267; 82-84, 194; 85-89, 98; 90-94, 28; 95-98, 256; 99-102, 260; 103-115, 211. See Dervin et al., 1976 for full details on ns. No matter what the baseline n, the percentages above may be interpreted as answering the question: "What percentage of the citizens had one or more life-facing situations which they described with this attribute?"

[c] Practitioner data come from the Phase II study. The practitioners were asked to estimate what percentage of their clients in the last six months brought situations to them that could be described by these variables or attributes. The data presented here are the means of the percentages named by the practitioner respondents. They can most readily be understood as answering the question: "What average percentage of clients were seen by these practitioners as coming to them with situations described with this attribute?" Overall, there were 126 library respondents, 141 agency respondents, and 267 total practitioner respondents. The base line ns in these tables are in varying degrees less than these total ns because the practitioners who indicated they did not know how an attribute applied to their "collective client" description were deleted from analysis. To identify precisely the n for a given variable or attribute, use Table 6-2. The ns in that table should be subtracted from the practitioner sample ns indicated above yielding the actual ns from which the percentages in this table were computed.

[d] The sum of % figures are simply the sum of the percentages given for each attribute in a class. The mean citation % is the figure obtained by adding all the sum of % figures and dividing the total by 114 in the case of the citizens, and by 115 in the cases of the practitioners (the number of attributes in the respective lists for which percentages were obtained.) This figure can be interpreted as the average percentage of "collective clients" to which the practitioners applied a given attribute. Both the sum of % and mean citation % are figures used in data extrapolation procedures that produced the citizen discrepancy scores and the attribute emphasis scores reported in Tables 6-5, 6-7, 6-8, and 6-10.

(continued)

Table 6-4 (continued)

---

[e] Citizen data on topic focus came from the application of a coding scheme to citizen articulation of situations. In the scheme used, there was no direct equivalent of "other," so a comparison cannot be made. (See Content Analysis Scheme #3 in the Phase I Report.)

[f] For purposes of this comparison the citizen respondent attribute of "neither" has been deleted from consideration since the same attribute was not considered for the practitioners.

[g] For purposes of this comparison the citizen respondent attributes of "didn't get resolution" and "reasons not codeable above" have been deleted from consideration since the same attributes were not considered for the practitioners.

Table 6-8

Attribute emphasis scores[a] for "collective client" analyses on all "checklist" attributes across the practitioner samples.

ATTRIBUTES	Attribute emphasis scores across the practitioner[bc] samples		
	LIBRARY[d]	AGENCY[d]	TOTAL[d]
TOPIC FOCUS (Topic focus of situations)			
1) Neighborhood	-19.3	-24.1	-22.1
2) Consumer	-10.7	-17.6	-14.6
3) Housing	-19.5	- 9.1	-13.9
4) Employment	-11.4	+ 1.7	- 4.7
5) Education & schooling	- 8.8	-11.7	-10.6
6) Health	-15.5	+ 9.2	- 2.6
7) Housekeeping & household maintenance	- 7.1	-18.3	-13.3
8) Transportation	-18.6	-13.1	-15.6
9) Recreation & culture	- 4.7	-16.7	-11.3
10) Financial matters & assistance	-13.6	- 6.0	- 9.7
11) Public assistance & social security	-20.0	+ 5.8	- 5.8
12) Discrimination & race relations	-20.0	-18.3	-19.2
13) Child care, family & personal	- 9.6	+ 3.1	- 3.1
14) Legal	-15.8	-12.4	-14.2
15) Family planning & birth control	-18.3	-23.9	-21.5
16) Crime & safety	-19.8	-18.9	-19.2
17) Immigration, migration & mobility	-18.8	-22.1	-20.7
18) Veterans & military	-22.0	-27.1	-24.9
19) Public affairs	- 2.1	-23.6	-13.6
20) Other	+ 2.3	-14.0	- 6.8
RESOLUTION STATE (Resolution state of situations)			
21) Unresolved	- 1.4	+ 4.3	+ 1.6
22) Partially resolved	+10.7	+ 2.4	+ 6.1
23) Completely resolved	+ 6.4	- 8.1	- 1.6

(continued)

Table 6-8 (continued)

ATTRIBUTES	Attribute emphasis scores across the practitioner[bc] samples		
	LIBRARY[d]	AGENCY[d]	TOTAL[d]
NATURE OF CLIENT REQUEST (What are clients asking you to do)			
24) Listen to a complaint	-13.8	0.0	- 6.7
25) Fill an information request	+36.5	+11.9	+23.2
26) Fill a resource/service request	+ 9.1	+22.6	+16.0
EXPLICITNESS OF REQUEST (How explicit are client requests)			
27) Not explicit at all	- 8.2	-19.1	-14.2
28) Somewhat explicit	+12.5	+ 0.9	+ 6.2
29) Explicit	+15.1	+12.9	+13.7
STABILITY OF REQUEST (How stable are client requests)			
30) Not stable at all	- 9.8	-16.2	-13.4
31) Somewhat stable	+ 3.3	- 6.1	- 1.9
32) Stable	+24.9	+19.6	+21.8
CLIENT MOVEMENT STATE (What are clients trying to do in their situations)			
33) Make a decision	- 5.5	- 5.7	- 5.8
34) Get around an obstacle	- 8.3	+ 7.7	+ 0.7
35) Cope with a worry	-14.3	- 0.6	- 6.2
36) Live with a problematic situation	-13.1	- 5.9	- 8.7
37) Get informed	+37.6	+13.0	+24.4
SOCIAL EMBEDDEDNESS (How many others are involved in client situations)			
38) No others	+14.9	-12.3	- 0.3
39) One or two others	+ 3.1	+ 3.2	+ 3.4
40) Three or more others	- 1.8	+ 7.2	+ 3.5

(continued)

Table 6-8 (continued)

ATTRIBUTES	Attribute emphasis scores across the practitioner[bc] samples		
	LIBRARY[d]	AGENCY[d]	TOTAL[d]
SITUATION EMBEDDEDNESS (How independent are client situations from other situations)			
41) Independent	+20.5	- 5.8	+ 5.5
42) Tied in with other situations	+15.1	+31.8	+25.0
PERCEPTUAL EMBEDDEDNESS (Do clients find it easy or hard to get at the heart of their situations)			
43) Easy to get at the heart of	+27.1	+ 5.6	+15.5
44) Hard to get at the heart of	+12.5	+21.6	+17.1
PREFERRED PERSPECTIVE (What perspective do clients prefer for their situations)			
45) Stand back	+ 0.1	- 8.6	- 4.7
46) Get up close	+17.0	+ 7.7	+11.8
47) Both stand back/get up close	+ 3.2	+ 2.5	+ 3.0
ORIENTATIONAL STATE (What do clients pay attention to in their situations)			
48) Internal self	+ 3.8	+ 2.8	+ 3.3
49) External self	- 4.6	- 4.3	- 4.5
50) Internal other	- 8.8	-13.4	-11.3
51) External other	- 4.7	- 1.2	- 2.6
52) Non-human objects or conditions	+ 7.1	- 9.6	- 2.2

(continued)

Table 6-8 (continued)

ATTRIBUTES	Attribute emphasis scores across the practitioner[bc] samples		
	LIBRARY[d]	AGENCY[d]	TOTAL[d]
SITUATION-FACING TACTICS (How do clients respond in situations)			
53) By directing or pointing	+21.0	+16.5	+18.5
54) By connecting to others	+13.8	+23.1	+19.0
55) By stopping	- 6.6	+ 5.1	+ 0.9
56) By continuing/agreeing/ giving in	+ 5.9	+ 5.5	+ 5.8
57) By repeating	0.0	+ 6.7	+ 4.0
58) By being directed or pointed	+25.2	+23.2	+23.9
59) By being connected by others	+11.5	+15.3	+13.8
60) By being stopped	- 8.0	+ 6.1	+ 1.2
61) By being agreed with	+ 3.8	+10.7	+ 8.1
62) By being made to repeat	- 4.1	+ 0.3	- 1.1
SITUATION-FACING STRATEGIES (What strategies do clients use for situation-facing)			
63) Interpersonal strategy	+ 4.1	+20.2	+12.6
64) Decisioning strategy	- 4.5	- 6.2	- 5.4
65) Cognitive strategy	- 0.1	-18.7	-10.4
66) Getting-someone-to-help strategy	+26.9	+27.7	+27.1
67) Emotional strategy	-17.1	- 2.0	- 9.0
AMOUNT OF INFORMATION SEEKING (How much information do clients seek in their situations)			
68) None	-16.8	-17.2	-17.2
69) 1-2 information things	+34.3	+18.0	+25.4
70) 3 or more information things	+ 6.1	+ 5.3	+ 5.5
USE OF INSTITUTIONAL SOURCES (Do clients use institutional sources to get information)			
71) No institutional sources	- 1.1	- 4.3	- 2.9
72) One or more institutional sources	+36.0	+28.5	+31.8

(continued)

Table 6-8 (continued)

ATTRIBUTES	Attribute emphasis scores across the practitio[illegible] samples		
	LIBRARY^{d}	AGENCY^{d}	TOTAL^{d}
INFORMATION TYPES (What type of information do clients seek in their situations)			
73) INFORMATION$_1$	+31.3	+15.7	+22.8
74) INFORMATION$_2$	- 5.3	- 4.9	- 5.2
75) INFORMATION$_3$	+ 5.2	+ 4.8	+ 4.8
INFORMATION QUESTIONS (What do clients want to learn in their situations)			
76) To assess the situation/system	+ 4.5	+12.9	+ 9.2
77) To learn options, alternatives	- 1.0	+ 5.2	+ 2.2
78) To locate in time and space	- 5.0	- 1.3	- 2.9
79) To learn reasons and causes	- 2.2	- 6.0	- 4.4
80) To learn ideas of others	+ 3.5	- 4.5	- 1.0
81) To learn procedures	+ 9.4	+14.6	+12.1
EASE OF INFORMATION FINDING (Do clients see information as easy or hard to find)			
82) Easy to find information	+20.2	- 4.7	+ 6.9
83) Hard to find information	+13.3	+16.6	+14.7
84) Impossible to find information	-15.8	-15.6	-16.0
[illegible]LPING INFORMATION UTILITIES (When information is seen as helpful, how do clients see it as helping)			
85) Helps client make progress	+21.4	+19.5	+20.2
86) Helps client plan	+ 8.1	+ 9.9	+ 8.8
87) Helps client get clarification	+ 8.4	+ 9.8	+ 9.0
88) Helps client get social support	- 5.4	+10.4	+ 3.7
89) Helps client get self-control	- 6.2	+ 7.6	+ 1.7

(continued)

Table 6-8 (continued)

ATTRIBUTES	Attribute emphasis scores across the practitioner[bc] samples		
	LIBRARY[d]	AGENCY[d]	TOTAL[d]
NON-HELPING INFORMATION UTILITIES (When information is seen as not helpful, why do clients say it doesn't help)			
90) Doesn't help client make progress	+ 0.5	- 6.5	- 3.3
91) Doesn't help client plan	- 8.4	-10.8	- 9.8
92) Doesn't help client get clarification	- 5.5	-12.5	- 9.4
93) Doesn't help client get social support	-14.2	-10.7	-11.7
94) Doesn't help client get self-control	-15.9	- 6.6	- 9.7
EXPERT QUESTIONS (What do clients want practitioners to know about them and their situations)			
95) The nature of situation	+16.1	+27.3	+21.8
96) The characteristics of client	- 4.6	+12.2	+ 4.2
97) The restraints on client	- 1.7	+11.6	+ 5.2
98) The client's efforts so far	+ 5.4	+15.6	+10.7
LIBRARY INFORMATION EXPECTATION (Do clients expect libraries to have information that will help)			
99) Not likely at all	-17.9	+25.8	+ 1.8
100) Somewhat unlikely	-13.8	+ 2.6	- 6.8
101) Somewhat likely	+15.3	-14.5	+ 0.3
102) Very likely	+33.9	-20.4	+ 7.4

(continued)

Table 6-8 (continued)

ATTRIBUTES	Attribute emphasis scores across the practitioner[bc] samples		
	LIBRARY[d]	AGENCY[d]	TOTAL[d]
BARRIERS TO RESOLUTION (What barriers do clients see to resolution)			
103) The situation is not resolvable	-17.9	-18.3	-18.0
104) The situation is not in the client's control	-12.5	+ 3.7	- 3.2
105) The client lacks resources	- 4.9	+ 5.9	+ 1.2
106) The client's emotions or inactivity	-17.8	-13.8	-14.9
107) The client doesn't understand others	-15.9	-12.9	-13.5
108) The client lacks information	+12.5	+ 1.6	+ 6.5
109) An institution (formal group) stands in way	- 7.9	+ 8.5	+ 1.6
110) An individual or peer/kin group stands in way	-15.3	-10.7	-12.0
111) The situation is too complex	- 7.8	- 2.7	- 4.9
112) The situation is recurring	-13.2	- 5.2	- 7.9
113) The situation is a societal issue	-12.5	+ 1.8	- 3.9
114) The client lacks time	- 1.3	-20.7	-11.9
115) The resolution is delayed	-10.9	-13.0	-11.9
MEAN CITATION %[d]	25.3	34.5	30.4
N (# of respondents)[bc]	126	141	267

[a]This table focuses on the degree of emphasis placed on the different attributes across the practitioner samples. Generally, the higher the score, the more the emphasis.

[b]No citizen data are presented in this table.

[c]See footnote c in Table 6-4 for an explanation of the ns behind the practitioner data.

[d]See Chapter V for an explanation of how these scores are calculated.

Table 6-9

The twenty attributes with the highest attribute emphasis scores[a] in the "collective client" analyses across the practitioner samples.

ATTRIBUTES	Attribute emphasis scores with ranks within the practitioner[b] sample.					
	LIBRARY		AGENCY		TOTAL	
	Rank[c]	Score[d]	Rank[c]	Score[d]	Rank[c]	Score[d]
1) Neighborhood	20.0	-19.3	7.0	-24.1	10.0	-22.1
3) Housing	19.0	-19.5	62.0	- 9.1	32.0	-13.9
11) Public assistance & social security	16.5	-20.0	82.5	+ 5.8	72.0	- 5.8
12) Discrimination & race relations	16.5	-20.0	24.0	-18.3	16.5	-19.2
15) Family planning & birth control	23.0	-18.3	8.0	-23.9	13.0	-21.5
16) Crime & safety	18.0	-19.8	21.0	-18.9	16.5	-19.2
17) Immigration, migration & mobility	21.0	-18.8	13.0	-22.1	14.0	-20.7
18) Veterans & military	11.0	-22.0	5.0	-27.1	5.0	-24.9
19) Public affairs	105.0	- 2.1	9.0	-23.6	35.0	-13.6
25) Fill an information request	2.0	+36.5	52.0	+11.9	8.0	+23.2
26) Fill a resource/service request	63.0	+ 9.1	12.0	+22.6	23.5	+16.0
27) Not explicit at all	69.0	- 8.2	20.0	-19.1	30.5	-14.2
32) Stable	10.0	+24.9	18.0	+19.6	11.5	+21.8
37) Get informed	1.0	+37.6	43.5	+13.0	6.0	+24.4
41) Independent	14.0	+20.5	82.5	- 5.8	74.5	+ 5.5
42) Tied in with other situations	38.5	+15.1	1.0	+31.8	4.0	+25.0
43) Easy to get at heart of	7.0	+27.1	85.0	+ 5.6	26.0	+15.5
44) Hard to get at heart of	52.0	+12.5	14.0	+21.6	22.0	+17.1
53) By directing or pointing	13.0	+21.0	31.0	+16.5	19.0	+18.5
54) By connecting to others	44.0	+13.8	11.0	+23.1	18.0	+19.0
58) By being directed or pointed	9.0	+25.2	10.0	+23.2	7.0	+23.9
63) Interpersonal strategy	95.5	+ 4.1	17.0	+20.2	39.0	+12.6
66) Getting-someone-to-help strategy	8.0	+26.9	3.0	+27.7	2.0	+27.1
69) 1-2 information things	4.0	+34.3	26.0	+18.0	3.0	+25.4
72) One or more institutional sources	3.0	+36.0	2.0	+28.5	1.0	+31.8
73) INFORMATION_1	6.0	+31.3	33.0	+15.7	9.0	+22.8

(continued)

Table 6-9 (continued)

ATTRIBUTES	Attribute emphasis scores with ranks within the practitioner[b] sample.					
	LIBRARY		AGENCY		TOTAL	
	Rank[c]	Score[d]	Rank[c]	Score[d]	Rank[c]	Score[d]
82) Easy to find information	15.0	+20.2	93.0	- 4.7	63.0	+ 6.9
85) Helps client make progress	12.0	+21.4	19.0	+19.5	15.0	+20.2
95) The nature of situation	30.0	+16.1	4.0	+27.3	11.5	+21.8
99) Not likely at all	24.5	-17.9	6.0	+25.8	103.0	+ 1.8
102) Very likely	5.0	+33.9	16.0	-20.4	62.0	+ 7.4
103) The situation is not resolvable	24.5	-17.9	24.0	-18.3	20.0	-18.0
114) The client lacks time	109.0	- 1.3	15.0	-20.7	42.5	-11.9
N (# of respondents)[b]	126	----	141	----	267	----

[a] This table is derived from Table 6-8. It lists the 20 attributes with the highest attribute emphasis scores in the "collective client" estimates, regardless of sign, for the library sub-sample, the agency sub-sample, or the total practitioner sample.

[b] See footnote c in Table 6-4 for explanation of practitioner ns.

[c] This column gives the ranks, with a rank of 1.0 indicating the attribute with the highest absolute attribute emphasis score for that sample.

[d] This column gives the attribute emphasis scores as listed in Table 6-8. See Chapter V for an explanation of how these scores are calculated.

Table 6-9 (continued)

ATTRIBUTES	Attribute emphasis scores with ranks within the practitioner[b] sample.					
	LIBRARY		AGENCY		TOTAL	
	Rank[c]	Score[d]	Rank[c]	Score[d]	Rank[c]	Score[d]
82) Easy to find information	15.0	+20.2	93.0	- 4.7	63.0	+ 6.9
85) Helps client make progress	12.0	+21.4	19.0	+19.5	15.0	+20.2
95) The nature of situation	30.0	+16.1	4.0	+27.3	11.5	+21.8
99) Not likely at all	24.5	-17.9	6.0	+25.8	103.0	+ 1.8
102) Very likely	5.0	+33.9	16.0	-20.4	62.0	+ 7.4
103) The situation is not resolvable	24.5	-17.9	24.0	-18.3	20.0	-18.0
114) The client lacks time	109.0	- 1.3	15.0	-20.7	42.5	-11.9
N (# of respondents)[b]	126	----	141	----	267	----

[a] This table is derived from Table 6-8. It lists the 20 attributes with the highest attribute emphasis scores in the "collective client" estimates, regardless of sign, for the library sub-sample, the agency sub-sample, or the total practitioner sample.

[b] See footnote c in Table 6-4 for explanation of practitioner ns.

[c] This column gives the ranks, with a rank of 1.0 indicating the attribute with the highest absolute attribute emphasis score for that sample.

[d] This column gives the attribute emphasis scores as listed in Table 6-8. See Chapter V for an explanation of how these scores are calculated.

APPENDIX G

CHAPTER VII REFERENCE TABLES

Table 7-2..G-3

Table 7-6..G-14

Table 7-7..G-24

Table 7-8..G-26

Table 7-2

Master table of raw percentages[a] for "system design" on all "checklist" attributes across both the citizen and the practitioner samples.

ATTRIBUTES	Per cent of citizen[b] situations	Per cent of practitioners[c] who cited attribute for "system design"		
	CITIZENS	LIBRARY	AGENCY	TOTAL
TOPIC FOCUS (Topic focus of situations)				
1) Neighborhood	23.6	9.2	7.1	8.1
2) Consumer	36.0	28.3	12.1	19.6
3) Housing	17.2	10.0	26.4	18.8
4) Employment	42.3	25.8	35.7	31.2
5) Education & schooling	33.3	22.5	22.1	22.3
6) Health	38.2	15.8	39.3	28.5
7) Housekeeping & household maintenance	24.3	18.3	7.1	12.3
8) Transportation	16.5	8.3	10.0	9.2
9) Recreation & culture	10.5	26.7	10.0	17.7
10) Financial matters & assistance	34.1	18.3	17.1	17.7
11) Public assistance & social security	7.9	14.2	33.6	24.6
12) Discrimination & race relations	7.1	10.8	7.1	8.8
13) Child care, family & personal	50.9	21.7	28.6	25.4
14) Legal	7.1	20.8	25.7	23.5
15) Family planning & birth control	0.4	11.7	8.6	10.0
16) Crime & safety	29.2	10.8	8.6	9.6
17) Immigration, migration & mobility	1.1	18.3	7.1	12.3
18) Veterans & military	0.7	7.5	5.0	6.2
19) Public affairs	11.6	23.3	7.9	15.0
20) Other	----[e]	9.2	5.0	6.9
SUM OF %[d]	392.0	331.5	324.1	327.7
RESOLUTION STATE (Resolution state of situations)				
21) Unresolved	59.0	19.2	33.6	26.9
22) Partially resolved	20.3	7.5	13.6	10.8
23) Completely resolved	20.7	5.8	2.9	4.2
SUM OF %[d]	100.0	32.5	50.1	41.9

(continued)

Table 7-2 (continued)

ATTRIBUTES	Per cent of citizen[b] situations	Per cent of practitioners[c] who cited attribute for "system design"		
	CITIZEN	LIBRARY	AGENCY	TOTAL
NATURE OF CLIENT REQUEST (What are clients asking you to do)				
24) Listen to a complaint	91.0	10.8	17.9	14.6
25) Fill an information request	21.0	65.0	32.9	47.7
26) Fill a resource/ service request	72.3	35.0	36.4	35.8
SUM OF %[d]	184.3	110.8	87.2	98.1
EXPLICITNESS OF REQUEST (How explicit are client requests)				
27) Not explicit at all	39.2	36.7	26.4	31.2
28) Somewhat explicit	45.8	26.7	23.6	25.0
29) Explicit	15.0	11.7	7.1	9.2
SUM OF %[d]	100.0	75.1	57.1	65.4
STABILITY OF REQUEST (How stable are client requests)				
30) Not stable at all	37.7	13.3	8.6	10.8
31) Somewhat stable	25.4	5.0	5.0	5.0
32) Stable	36.9	3.3	3.6	3.5
SUM OF %[d]	100.0	21.6	17.2	19.3
CLIENT MOVEMENT STATE (What are clients trying to do in their situations)				
33) Make a decision	57.0	29.2	32.9	31.2
34) Get around an obstacle	64.9	15.0	24.3	20.0
35) Cope with a worry	59.6	10.0	24.3	17.7
36) Live with a problematic situation	56.6	5.0	14.3	10.0
37) Get informed	59.2	55.8	32.1	43.1
SUM OF %[d]	297.3	115.0	127.9	122.0

(continued)

Table 7-2 (continued)

ATTRIBUTES	Per cent of citizen[b] situations	Per cent of practitioners[c] who cited attribute for "system design"		
	CITIZEN	LIBRARY	AGENCY	TOTAL
SOCIAL EMBEDDEDNESS (How many others are involved in client situations)				
38) No others	21.0	4.2	8.6	6.5
39) One or two others	57.5	2.5	3.6	3.1
40) Three or more others	21.4	1.7	5.7	3.8
SUM OF %[d]	99.9	8.4	17.9	13.4
SITUATION EMBEDDEDNESS (How independent are client situations from other situations)				
41) Independent	44.9	3.3	5.0	4.2
42) Tied in with other situations	55.1	5.8	15.0	10.8
SUM OF %[d]	100.0	9.1	20.0	15.0
PERCEPTUAL EMBEDDEDNESS (Do clients find it easy or hard to get at the heart of their situations)				
43) Easy to get at the heart of	39.0	4.2	3.6	3.8
44) Hard to get at the heart of	61.0	6.7	14.3	10.8
SUM OF %[d]	100.0	10.9	17.9	14.6
PREFERRED PERSPECTIVE[f] (What perspective do clients prefer for their situations)				
45) Stand back	22.6	2.5	5.7	4.2
46) Get up close	33.1	2.5	1.4	1.9
47) Both stand back/get up close	39.8	2.5	12.1	7.7
SUM OF %[d]	95.5	7.5	19.2	13.8

(continued)

Table 7-2 (continued)

ATTRIBUTES	Per cent of citizen[b] situations	Per cent of practitioners[c] who cited attribute for "system design"		
	CITIZEN	LIBRARY	AGENCY	TOTAL
ORIENTATIONAL STATE (What do clients pay attention to in their situations)				
48) Internal self	44.9	3.3	22.9	13.8
49) External self	89.0	2.5	12.1	7.7
50) Internal other	13.9	1.7	5.0	3.5
51) External other	64.1	3.3	5.7	4.6
52) Non-human objects or conditions	50.6	5.0	5.7	5.4
SUM OF %[d]	262.5	15.8	51.4	35.0
SITUATION-FACING TACTICS (How do clients respond in situations)				
53) By directing or pointing	66.8	7.5	20.7	14.6
54) By connecting to others	40.9	27.5	24.3	25.8
55) By stopping	41.3	1.7	4.3	3.1
56) By continuing/agreeing/ giving in	20.6	2.5	2.9	2.7
57) By repeating	3.6	1.7	3.6	2.7
58) By being directed or pointed	40.1	15.0	9.3	11.9
59) By being connected by others	17.8	6.7	6.4	6.5
60) By being stopped	62.8	5.0	4.3	4.6
61) By being agreed with	3.6	2.5	3.6	3.1
62) By being made to repeat	9.3	1.7	2.9	2.3
SUM OF %[d]	306.8	71.8	82.3	77.3

(continued)

Table 7-2 (continued)

ATTRIBUTES	Per cent of citizen[b] situations	Per cent of practitioners[c] who cite attribute for "system design"		
	CITIZEN	LIBRARY	AGENCY	TOTAL
SITUATION-FACING STRATEGIES (What strategies do clients use for situation-facing)				
63) Interpersonal strategy	75.3	5.8	10.7	8.5
64) Decisioning strategy	32.2	10.0	24.3	17.7
65) Cognitive strategy	42.3	9.2	5.7	7.3
66) Getting-someone-to-help strategy	45.7	20.0	11.4	15.4
67) Emotional strategy	60.3	1.7	6.4	4.2
SUM OF %[d]	255.8	46.7	58.5	53.1
AMOUNT OF INFORMATION SEEKING (How much information do clients seek in their situations)				
68) None	27.3	0.7	1.4	1.2
69) 1-2 information things	50.5	10.8	9.3	10.0
70) 3 or more information things	22.1	14.2	15.7	15.0
SUM OF %[d]	99.9	25.7	26.4	26.2
USE OF INSTITUTIONAL SOURCES (Do clients use institutional sources to get information)				
71) No institutional sources	62.5	5.8	7.1	6.5
72) One or more institutional sources	37.5	15.0	16.4	15.8
SUM OF %[d]	100.0	20.8	23.5	22.3

(continued)

Table 7-2 (continued)

ATTRIBUTES	Per cent of citizen[b] situations	Per cent of practitioners[c] who cited attribute for "system design"		
	CITIZEN	LIBRARY	AGENCY	TOTAL
INFORMATION TYPES (What type of information do clients seek in their situations)				
73) INFORMATION_1	40.4	49.2	17.9	32.3
74) INFORMATION_2	30.0	20.8	15.0	17.7
75) INFORMATION_3	29.2	31.7	27.9	29.6
SUM OF $\%^d$	99.6	101.7	60.8	79.6
INFORMATION QUESTIONS (What do clients want to learn in their situations)				
76) To assess the situation/ system	30.7	17.5	30.0	24.2
77) To learn options, alternatives	12.7	16.7	26.4	21.9
78) To locate in time and space	12.0	8.3	2.9	5.4
79) To learn reasons and causes	22.8	15.0	17.1	16.2
80) To learn ideas of others	12.0	13.3	5.0	8.8
81) To learn procedures	22.7	24.2	27.1	25.8
SUM OF $\%^d$	112.9	95.0	108.5	102.3
EASE OF INFORMATION FINDING (Do clients see information as easy or hard to find)				
82) Easy to find information	53.4	9.2	5.7	7.3
83) Hard to find information	33.7	10.8	10.7	10.8
84) Impossible to find information	13.0	6.7	2.1	4.2
SUM OF $\%^d$	100.1	26.7	18.5	22.3

(continued)

Table 7-2 (continued)

ATTRIBUTES	Per cent of citizen situations[b]	Per cent of practitioners[c] who cited attribute for "system design"		
	CITIZEN	LIBRARY	AGENCY	TOTAL
HELPING INFORMATION UTILITIES (When information is seen as helpful, how do clients see it as helping)				
85) Helps client make progress	51.0	18.3	19.3	18.8
86) Helps client plan	30.6	16.7	16.4	16.5
87) Helps client get clarification	42.8	12.5	14.3	13.5
88) Helps client get social support	10.2	7.5	17.1	12.7
89) Helps client get self-control	17.3	4.2	10.7	7.7
SUM OF %[d]	151.9	59.2	77.8	69.2
NON-HELPING INFORMATION UTILITIES (When information is seen as not helpful, why do clients say it doesn't help)				
90) Doesn't help client make progress	71.4	0.8	2.9	1.9
91) Doesn't help client plan	17.8	0.8	0.7	0.8
92) Doesn't help client get clarification	21.4	1.7	0.7	1.2
93) Doesn't help client get social support	10.7	0.8	0.7	0.8
94) Doesn't help client get self-control	10.7	0.8	1.4	1.2
SUM OF %[d]	132.0	4.9	6.4	5.9

(continued)

Table 7-2 (continued)

ATTRIBUTES	Per cent of citizen[b] situations	Per cent of practitioners[c] who cited attribute for "system design"		
	CITIZEN	LIBRARY	AGENCY	TOTAL
EXPERT QUESTIONS (What do clients want practitioners to know about them and their situations)				
95) The nature of situation	24.6	5.8	6.4	6.2
96) The characteristics of client	36.7	3.3	4.3	3.8
97) The restraints on client	16.4	4.2	2.1	3.1
98) The client's efforts so far	20.3	7.5	7.9	7.7
SUM OF %[d]	98.0	20.8	20.7	20.8
LIBRARIES INFORMATION EXPECTATION (Do clients expect libraries to have information that will help)				
99) Not likely at all	49.6	7.5	2.1	4.6
100) Somewhat unlikely	12.7	8.3	0.0	3.8
101) Somewhat likely	18.9	4.2	0.0	1.9
102) Very likely	18.9	11.7	0.7	5.8
SUM OF %[d]	100.1	31.7	2.8	16.1

(continued)

Table 7-2 (continued)

ATTRIBUTES	Per cent of citizen[b] situations	Per cent of practitioners[c] who cited attribute for "system design"		
	CITIZEN	LIBRARY	AGENCY	TOTAL
BARRIERS TO RESOLUTION[g] (What barriers do clients see to resolution)				
103) The situation is not resolvable	4.7	0.8	2.1	1.5
104) The situation is not in the client's control	5.7	0.8	8.6	5.0
105) The client lacks resources	17.5	5.8	8.6	7.3
106) The client's emotions or inactivity	13.7	0.0	2.1	1.2
107) The client doesn't understand others	2.4	0.8	2.1	1.5
108) The client lacks information	10.0	8.3	7.9	8.1
109) An institution (formal group) stands in way	15.2	2.5	5.7	4.2
110) An individual or peer/kin group stands in way	10.4	0.0	1.4	0.8
111) The situation is too complex	0.0	1.7	6.4	4.2
112) The situation is recurring	10.4	0.0	0.7	0.4
113) The situation is a societal issue	7.1	0.8	3.6	2.3
114) The client lacks time	2.4	3.3	0.0	1.5
115) The resolution is delayed	15.2	0.8	1.4	1.2
SUM OF %[d]	114.7	25.6	50.6	39.2
OVERALL SUM OF %[d]	3503.3	1268.9	1326.8	1300.5
MEAN CITATION %[d]	30.7	11.0	11.5	11.3
N (# of respondents)[bc]	300	120	140	260

[a] This master table is the data source for the citizen discrepancy scores and attribute emphasis scores used in Tables 7-3, 7-5, 7-6, and 7-8.

(continued)

Table 7-2 (continued)

---

[b] There were 300 general population citizen respondents in the Phase I study. Of these 300 respondents, 267 described from 1 to 5 life-facing situations, one of which was selected for in-depth analysis. This is the eligible n for most of the attributes (1-70, 73-81, 95-102). Attributes 71-72, 82-84 were applied only to those respondents who sought information relating to the in-depth situation (n=194). Attributes 85-89 were applied only to those respondents who found one or more helpful information things (n=98). Attributes 90-94 were applied only to those respondents who found one or more non-helpful information things (n=28). Attributes 103-115 were applied only to those respondents whose in-depth situation was not completely resolved (n=211). The actual ns for each of these variables is in some cases less than the eligible n indicated above because of missing data. The magnitude of the missing data problem was not large. Actual ns by attribute number are: 1-20, 267; 21-23, 266; 24-26, 267; 27-29, 265; 30-32, 267; 33-37, 265; 38-40, 252; 41-42, 265; 43-44, 264; 45-47, 239; 48-52, 245; 53-62, 247; 63-70, 267; 71-72, 192; 73-81, 267; 82-84, 194; 85-89, 98; 90-94, 28; 95-98, 256; 99-102, 260; 103-115, 211. See Dervin et al., 1976 for full details on ns. No matter what the baseline n, the percentages above may be interpreted as answering the question: "What percentage of the citizens had one or more life-facing situations which they described with this attribute?"

[c] Practitioner data come from the Phase II study. The practitioners were asked to list attributes from the "checklist" in response to the question: "...ask yourself: 'If I were going to design a system that would help people in general--average citizens--in areas where they most need help, what would I emphasize in that system?'" Table 7-1 reports the percentage of practitioners who selected each "checklist" attribute for emphasis in the system they would design. Of the 267 practitioners participating in the Phase II study, 260 practitioners responded to the "system design" section of the questionnaire. 120 of these were library respondents; 140 were agency respondents.

[d] The sum of % figures are simply the sum of the percentages given for each attribute in a class. The mean citation % is the figure obtained by adding all the sum of % figures and dividing the total by 114 in the case of the citizens, and by 115 in the cases of the practitioners (the number of attributes in the respective lists for which percentages were obtained). This figure can be interpreted as the average percentage of practitioners who listed a given attribute as one to be included in the system design. Both the sum of % and mean citation % are figures used in data extrapolation procedures that produced the citizen discrepancy scores and the attribute emphasis scores reported in Tables 7-3, 7-5, 7-6, and 7-8.

[e] Citizen data on topic focus came from the application of a coding scheme to citizen articulation of situations. In the scheme used, there was no direct equivalent of "other", so a comparison cannot be made. (See Content Analysis Scheme #3 in the Phase I Report.)

(continued)

Table 7-2 (continued)

---

[f] For purposes of this comparison the citizen respondent attribute of "neither" has been deleted from consideration since the same attribute was not considered for the practitioners.

[g] For purposes of this comparison the citizen respondent attributes of "didn't get resolution" and "reasons not codeable above" have been deleted from consideration since the same attributes were not considered for the practitioners.

Table 7-6

Attribute emphasis scores[a] for "system design" on all "checklist" attributes across the practitioner samples.

ATTRIBUTES	Attribute emphasis scores across the practitioner[b,c] samples		
	LIBRARY[d]	AGENCY[d]	TOTAL[d]
TOPIC FOCUS (Topic focus of situations)			
1) Neighborhood	- 1.8	- 4.4	- 3.2
2) Consumer	+17.3	+ 0.6	+ 8.3
3) Housing	- 1.0	+14.9	+ 7.5
4) Employment	+14.8	+24.2	+19.9
5) Education & schooling	+11.5	+10.6	+11.0
6) Health	+ 4.8	+27.8	+17.2
7) Housekeeping & household maintenance	+ 7.3	- 4.4	+ 1.0
8) Transportation	- 2.7	- 1.5	- 2.1
9) Recreation & culture	+15.7	- 1.5	+ 6.4
10) Financial matters & assistance	+ 7.3	+ 5.6	+ 6.4
11) Public assistance & social security	+ 3.2	+22.1	+13.3
12) Discrimination & race relations	- 0.2	- 4.4	- 2.5
13) Child care, family & personal	+10.7	+17.1	+14.1
14) Legal	+ 9.8	+14.2	+12.2
15) Family planning & birth control	+ 0.7	- 2.9	- 1.3
16) Crime & safety	- 0.2	- 2.9	- 1.7
17) Immigration, migration & mobility	+ 7.3	- 4.4	+ 1.0
18) Veterans & military	- 3.5	- 6.5	- 5.1
19) Public affairs	+12.3	- 3.6	+ 3.7
20) Other	- 1.8	- 6.5	- 4.4
MEAN EMPHASIS SCORE[e]	+ 5.6	+ 4.7	+ 5.1
RESOLUTION STATE (Resolution state of situations)			
21) Unresolved	+ 8.2	+22.1	+15.6
22) Partially resolved	- 3.5	+ 2.1	- 0.5
23) Completely resolved	- 5.2	- 8.6	- 7.1
MEAN EMPHASIS SCORE[e]	- 0.2	+ 5.2	+ 2.7

(continued)

Table 7-6 (continued)

ATTRIBUTES	Attribute emphasis scores across the practitioner[bc] samples		
	LIBRARY[d]	AGENCY[d]	TOTAL[d]
NATURE OF CLIENT REQUEST (What are clients asking you to do)			
24) Listen to a complaint	- 0.2	+ 6.4	+ 3.3
25) Fill an information request	+54.0	+21.4	+36.4
26) Fill a resource/service request	+24.0	+24.9	+24.5
MEAN EMPHASIS SCORE[e]	+25.9	+17.6	+21.4
EXPLICITNESS OF REQUEST (How explicit are client requests)			
27) Not explicit at all	+25.7	+14.9	+19.9
28) Somewhat explicit	+15.7	+12.1	+13.7
29) Explicit	+ 0.7	- 4.4	- 2.1
MEAN EMPHASIS SCORE[e]	+14.0	+ 7.5	+10.5
STABILITY OF REQUEST (How stable are client requests)			
30) Not stable at all	+ 2.3	- 2.9	- 0.5
31) Somewhat stable	- 6.0	- 6.5	- 6.3
32) Stable	- 7.7	- 7.9	- 7.8
MEAN EMPHASIS SCORE[e]	- 3.8	- 5.8	- 4.9
CLIENT MOVEMENT STATE (What are clients trying to do in their situations)			
33) Make a decision	+18.2	+21.4	+19.9
34) Get around an obstacle	+ 4.0	+12.8	+ 8.7
35) Cope with a worry	- 1.0	+12.8	+ 6.4
36) Live with a problematic situation	- 6.0	+ 2.8	- 1.3
37) Get informed	+44.8	+20.6	+31.8
MEAN EMPHASIS SCORE[e]	+12.0	+14.1	+13.1

(continued)

Table 7-6 (continued)

ATTRIBUTES	Attribute emphasis scores across the practitioner[b,c] samples		
	LIBRARY[d]	AGENCY[d]	TOTAL[d]
SOCIAL EMBEDDEDNESS (How many others are involved in client situations)			
38) No others	- 6.8	- 2.9	- 4.8
39) One or two others	- 8.5	- 7.9	- 8.2
40) Three or more others	- 9.3	- 5.8	- 7.5
MEAN EMPHASIS SCORE[e]	- 8.2	- 5.5	- 6.8
SITUATION EMBEDDEDNESS (How independent are client situations from other situations)			
41) Independent	- 7.7	- 6.5	- 7.1
42) Tied in with other situations	- 5.2	+ 3.5	- 0.5
MEAN EMPHASIS SCORE[e]	- 6.4	- 1.5	- 3.8
PERCEPTUAL EMBEDDEDNESS (Do clients find it easy or hard to get at the heart of their situations)			
43) Easy to get at the heart of	- 6.8	- 7.9	- 7.5
44) Hard to get at the heart of	- 4.3	+ 2.8	- 0.5
MEAN EMPHASIS SCORE[e]	- 5.5	- 2.5	- 4.0
PREFERRED PERSPECTIVE (What perspective do clients prefer for their situations)			
45) Stand back	- 8.5	- 5.8	- 7.1
46) Get up close	- 8.5	-10.1	- 9.4
47) Both stand back/get up close	- 8.5	+ 0.6	- 3.6
MEAN EMPHASIS SCORE[e]	- 8.5	- 5.1	- 6.7

(continued)

Table 7-6 (continued)

ATTRIBUTES	Attribute emphasis scores across the practitioner[bc] samples		
	LIBRARY[d]	AGENCY[d]	TOTAL[d]
ORIENTATIONAL STATE (What do clients pay attention to in their situations)			
48) Internal self	- 7.7	+11.4	+ 2.5
49) External self	- 8.5	+ 0.6	- 3.6
50) Internal other	- 9.3	- 6.5	- 7.8
51) External other	- 7.7	- 5.8	- 6.7
52) Non-human objects or conditions	- 6.0	- 5.8	- 5.9
MEAN EMPHASIS SCORE[e]	- 7.8	- 1.2	- 4.3
SITUATION-FACING TACTICS (How do clients respond in situations)			
53) By directing or pointing	- 3.5	+ 9.2	+ 3.3
54) By connecting to others	+16.5	+12.8	+14.5
55) By stopping	- 9.3	- 7.2	- 8.2
56) By continuing/agreeing/giving in	- 8.5	- 8.6	- 8.6
57) By repeating	- 9.3	- 7.9	- 8.6
58) By being directed or pointed	+ 4.0	- 2.2	+ 0.6
59) By being connected by others	- 4.3	- 5.1	- 4.8
60) By being stopped	- 6.0	- 7.2	- 6.7
61) By being agreed with	- 8.5	- 7.9	- 8.2
62) By being made to repeat	- 9.3	- 8.6	- 9.0
MEAN EMPHASIS SCORE[e]	- 3.8	- 3.3	- 3.6

(continued)

Table 7-6 (continued)

ATTRIBUTES	Attribute emphasis scores across the practitioner[bc] samples		
	LIBRARY[d]	AGENCY[d]	TOTAL[d]
SITUATION-FACING STRATEGIES (What strategies do clients use for situation-facing)			
63) Interpersonal strategy	- 5.2	- 0.8	- 2.8
64) Decisioning strategy	- 1.0	+12.8	+ 6.4
65) Cognitive strategy	- 1.8	- 5.8	- 4.0
66) Getting-someone-to-help stategy	+ 9.0	- 0.1	+ 4.1
67) Emotional strategy	- 9.3	- 5.1	- 7.1
MEAN EMPHASIS SCORE[e]	- 1.7	+ 0.2	- 0.7
AMOUNT OF INFORMATION SEEKING (How much information do clients seek in their situations)			
68) None	-10.3	-10.1	-10.1
69) 1-2 information things	- 0.2	- 2.2	- 1.3
70) 3 or more information things	+ 3.2	+ 4.2	+ 3.7
MEAN EMPHASIS SCORE[e]	- 2.4	- 2.7	- 2.6
USE OF INSTITUTIONAL SOURCES (Do clients use institutional sources to get information)			
71) No institutional sources	- 5.2	- 4.4	- 4.8
72) One or more institutional sources	+ 4.0	+ 4.9	+ 4.5
MEAN EMPHASIS SCORE[e]	- 0.6	+ 0.2	- 0.1

(continued)

Table 7-6 (continued)

ATTRIBUTES	Attribute emphasis scores across the practitioner[bc] sample		
	LIBRARY[d]	AGENCY[d]	TOTAL[d]
INFORMATION TYPES (What type of information do clients seek in their situations)			
73) INFORMATION$_1$	+38.2	+ 6.4	+21.0
74) INFORMATION$_2$	+ 9.8	+ 3.5	+ 6.4
75) INFORMATION$_3$	+20.7	+16.4	+18.3
MEAN EMPHASIS SCORE[e]	+22.9	+ 8.8	+15.2
INFORMATION QUESTIONS (What do clients want to learn in their situations)			
76) To assess the situation/ system	+ 6.5	+18.5	+12.9
77) To learn options, alternatives	+ 5.7	+14.9	+10.6
78) To locate in time and space	- 2.7	- 8.6	- 5.9
79) To learn reasons and causes	+ 4.0	+ 5.6	+ 4.9
80) To learn ideas of others	+ 2.3	- 6.5	- 2.5
81) To learn procedures	+13.2	+15.6	+14.5
MEAN EMPHASIS SCORE[e]	+ 4.8	+ 6.6	+ 5.7
EASE OF INFORMATION FINDING (Do clients see information as easy or hard to find)			
82) Easy to find information	- 1.8	- 5.8	- 4.0
83) Hard to find information	- 0.2	- 0.8	- 0.5
84) Impossible to find information	- 4.3	- 9.4	- 7.1
MEAN EMPHASIS SCORE[e]	- 2.1	- 5.3	- 3.9

(continued)

Table 7-6 (continued)

ATTRIBUTES	Attribute emphasis scores across the practitioner[bc] sample		
	LIBRARY[d]	AGENCY[d]	TOTAL[d]
HELPING INFORMATION UTILITIES (When information is seen as helpful, how do clients see it as helping)			
85) Helps client make progress	+ 7.3	+ 7.8	+ 7.5
86) Helps client plan	+ 5.7	+ 4.9	+ 5.2
87) Helps client get clarification	+ 1.5	+ 2.8	+ 2.2
88) Helps client get social support	- 3.5	+ 5.6	+ 1.4
89) Helps client get self-control	- 6.8	- 0.8	- 3.6
MEAN EMPHASIS SCORE[e]	+ 0.8	+ 4.1	+ 2.5
NON-HELPING INFORMATION UTILITIES (When information is seen as not helpful, why do clients say it doesn't help)			
90) Doesn't help client make progress	-10.2	- 8.6	- 9.4
91) Doesn't help client plan	-10.2	-10.8	-10.5
92) Doesn't help client get clarification	- 9.3	-10.8	-10.1
93) Doesn't help client get social support	-10.2	-10.8	-10.5
94) Doesn't help client get self-control	-10.2	-10.1	-10.1
MEAN EMPHASIS SCORE[e]	-10.0	-10.2	-10.1

(continued)

Table 7-6 (continued)

ATTRIBUTES	Attribute emphasis scores across the practitioner[bc] samples		
	LIBRARY[d]	AGENCY[d]	TOTAL[e]
EXPERT QUESTIONS (What do clients want practitioners to know about them and their situations)			
95) The nature of situation	- 5.2	- 5.1	- 5.1
96) The characteristics of client	- 7.7	- 7.2	- 7.5
97) The restraints on client	- 6.8	- 9.4	- 8.2
98) The client's efforts so far	- 3.5	- 3.6	- 3.6
MEAN EMPHASIS SCORE[e]	- 5.8	- 6.3	- 6.1
LIBRARY INFORMATION EXPECTATION (Do clients expect libraries to have information that will help)			
99) Not likely at all	- 3.5	- 9.4	- 6.7
100) Somewhat unlikely	- 2.7	-11.5	- 7.5
101) Somewhat likely	- 6.8	-11.5	- 9.4
102) Very likely	+ 0.7	-10.8	- 5.5
MEAN EMPHASIS SCORE[e]	- 3.1	-10.8	- 7.3

(continued)

Table 7-6 (continued)

ATTRIBUTES	Attribute emphasis scores across the practitioner[bc] samples		
	LIBRARY[d]	AGENCY[d]	TOTAL[d]
BARRIERS TO RESOLUTION (What barriers do clients see to resolution)			
103) The situation is not resolvable	-10.2	- 9.4	- 9.8
104) The situation is not in the client's control	-10.2	- 2.9	- 6.3
105) The client lacks resources	- 5.2	- 2.9	- 4.0
106) The client's emotions or inactivity	-11.0	- 9.4	-10.1
107) The client doesn't understand others	-10.2	- 9.4	- 9.8
108) The client lacks information	- 2.7	- 3.6	- 3.2
109) An institution (formal group) stands in way	- 8.5	- 5.8	- 7.1
110) An individual or peer/kin group stand in way	-11.0	-10.1	-10.5
111) The situation is too complex	- 9.3	- 5.1	- 7.1
112) The situation is recurring	-11.0	-10.8	-10.9
113) The situation is a societal issue	-10.2	- 7.9	- 9.0
114) The client lacks time	- 7.7	-11.5	- 9.8
115) The resolution is delayed	-10.2	-10.1	-10.1
MEAN EMPHASIS SCORE[e]	- 9.0	- 7.6	- 8.3
MEAN CITATION %[d]	11.0	11.5	11.3
N (# of respondents)[bc]	120	140	260

[a] This table focuses on the degree of emphasis placed on the different attributes across the practitioner samples. Generally, the higher the score, the more the emphasis.

(continued)

Table 7-6 (continued)

---

[b] No citizen data are presented in this table.

[c] See footnote c in Table 7-2 for an explanation of the ns behind the practitioner data.

[d] See Chapter V for an explanation of how these scores are calculated.

[e] A mean emphasis score is simply the average of the attribute emphasis scores within an attribute section. It indicates whether the attributes in a category were more or less emphasized than the average attribute across all sections. It allows a comparison both across samples and across attribute sections.

Table 7-7

The twenty attributes with the highest attribute emphasis scores[a] in the "system design" analyses across the practitioner samples.

ATTRIBUTES	Attribute emphasis scores with ranks within the practitioner[b] samples					
	LIBRARY		AGENCY		TOTAL	
	Rank[c]	Score[d]	Rank[c]	Score[d]	Rank[c]	Score[d]
2) Consumer	8.0	+17.3	110.0	+ 0.6	40.0	+ 8.3
3) Housing	106.0	- 1.0	14.0	+14.9	49.5	+ 7.5
4) Employment	12.0	+14.8	2.5	+24.2	6.0	+19.9
5) Education & schooling	15.0	+11.5	32.5	+10.6	18.0	+11.0
6) Health	78.0	+ 4.8	1.0	+27.8	9.0	+17.2
9) Recreation & culture	10.5	+15.7	104.5	- 1.5	65.0	+ 6.4
11) Public assistance & social security	92.5	+ 3.2	4.5	+22.1	15.0	+13.3
13) Child care, family & personal	19.0	+10.7	10.0	+17.1	13.0	+14.1
14) Legal	30.5	+ 9.8	16.0	+14.2	17.0	+12.2
15) Family planning & birth control	110.0	+ 0.7	94.5	- 2.9	105.0	- 1.3
19) Public affairs	14.0	+12.3	88.0	- 3.6	85.5	+ 3.7
21) Unresolved	49.0	+ 8.2	4.5	+22.1	10.0	+15.6
25) Fill an information request	1.0	+54.0	6.5	+21.4	1.0	+36.4
26) Fill a resource/service request	5.0	+24.0	2.5	+24.9	3.0	+24.5
27) Not explicit at all	4.0	+25.7	14.0	+14.9	6.0	+19.9
28) Somewhat explicit	10.5	+15.7	24.0	+12.1	14.0	+13.7
33) Make a decision	7.0	+18.2	6.5	+21.4	6.0	+19.9
34) Get around an obstacle	83.5	+ 4.0	21.5	+12.8	37.0	+ 8.7
35) Cope with a worry	106.0	- 1.0	21.5	+12.8	65.0	+ 6.4
37) Get informed	2.0	+44.8	8.0	+20.6	2.0	+31.8
48) Internal self	52.5	- 7.7	19.0	+11.4	97 0	+ 2.5
54) By connecting to others	9.0	+16.5	21.5	+12.8	11.5	+14.5
64) Decisioning strategy	106.0	- 1.0	21.5	+12.8	65.0	+ 6.4
68) None	24.5	-10.2	32.5	-10.1	26.0	-10.1
73) INFORMATION$_1$	3.0	+38.2	64.0	+ 6.4	4.0	+21.0
75) INFORMATION$_3$	6.0	+20.7	11.0	+16.4	8.0	+18.3
76) To assess the situation/system	65.0	+ 6.5	9.0	+18.5	16.0	+12.9
77) To learn options, alternatives	70.5	+ 5.7	14.0	+14.9	20.0	+10.6
81) To learn procedures	13.0	+13.2	12.0	+15.6	11.5	+14.5
90) Doesn't help client make progress	24.5	-10.2	44.0	- 8.6	33.0	- 9.4
91) Doesn't help client plan	24.5	-10.2	27 0	-10.8	22.0	-10.5
93) Doesn't help client get social support	24.5	-10.2	27.0	-10.8	22.0	-10.5
94) Doesn't help client get self-control	24.5	-10.2	32.5	-10.1	25.0	-10.1
100) Somewhat unlikely	95.5	- 2.7	17.5	-11.5	49.5	- 7.5
101) Somewhat likely	62.0	- 6.8	17.5	-11.5	33.0	- 9.4

(continued)

Table 7-7 (continued)

ATTRIBUTES	Attribute emphasis scores with ranks within the practitioner[b] samples.					
	LIBRARY		AGENCY		TOTAL	
	Rank[c]	Score[d]	Rank[c]	Score[d]	Rank[c]	Score[d]
103) The situation is not resolvable	24.5	-10.2	37.5	- 9.4	30.0	- 9.8
104) The situation is not in the client's control	24.5	-10.2	94.5	- 2.9	68.5	- 6.3
106) The client's emotions or inactivity	17.0	-11.0	37.5	- 9.4	25.0	-10.1
107) The client doesn't understand others	24.5	-10.2	37.5	- 9.4	30.0	- 9.8
110) An individual or peer/kin group stands in way	17.0	-11.0	32.5	-10.1	22.0	-10.5
112) The situation is recurring	17.0	-11.0	27.0	-10.8	19.0	-10.9
113) The situation is a societal issue	24.5	-10.2	49.5	- 7.9	35.5	- 9.0
115) The resolution is delayed	24.5	-10.2	32.5	-10.1	25.0	-10.1
N (# of respondents)[b]	120	----	140	----	260	----

[a] This table is derived from Table 7-6. It lists the 20 attributes with the highest "system design" attribute emphasis scores, regardless of sign, for the library sub-sample, the agency sub-sample, or the total practitioner sample.

[b] See footnote c in Table 7-2 for explanation of practitioner ns.

[c] This column gives the ranks, with a rank of 1.0 indicating the attribute with the highest absolute attribute emphasis score for that sample.

[d] This column gives the attribute emphasis scores as listed in Table 7-6. See Chapter V for an explanation of how these scores are calculated.

Table 7-8

Summary across attribute sections of the mean emphasis scores[a] for "system design" analyses across the practitioner samples.

ATTRIBUTE SECTIONS	Mean emphasis scores across the practitioner samples[b]		
	LIBRARY	AGENCY	TOTAL
Topic focus	+ 5.6	+ 4.7	+ 5.1
Resolution state	- 0.2	+ 5.2	+ 2.7
Nature of client request	+25.9	+17.6	+21.4
Explicitness of request	+14.0	+ 7.5	+10.5
Stability of request	- 3.8	- 5.8	- 4.9
Client movement state	+12.0	+14.1	+13.1
Social embeddedness	- 8.2	- 5.5	- 6.8
Situation embeddedness	- 6.4	- 1.5	- 3.8
Perceptual embeddedness	- 5.5	- 2.5	- 4.0
Preferred perspective	- 8.5	- 5.1	- 6.7
Orientational state	- 7.8	- 1.2	- 4.3
Situation-facing tactics	- 3.8	- 3,3	- 3.6
Situation-facing strategies	- 1.7	+ 0.2	- 0.7
Amount of information seeking	- 2.4	- 2.7	- 2.6
Use of institutional sources	- 0.6	+ 0.2	- 0.1
Information types	+22.9	+ 8.8	+15.2
Information questions	+ 4.8	+ 6.6	+ 5.7
Ease of information finding	- 2.1	- 5.3	- 3.9
Helping information utilities	+ 0.8	+ 4.1	+ 2.5
Non-helping information utilities	-10.0	-10.2	-10.1
Expert questions	- 5.8	- 6.3	- 6.1
Library information expectation	- 3.1	-10.8	- 7.3
Barriers to resolution	- 9.0	- 7.6	- 8.3
N (# of respondents)	120	140	260

---

[a] This table pulls out the mean emphasis scores from Table 7-6. For an explanation of mean emphasis scores, see footnote e in Table 7-6. See Chapter V for an explanation of how attribute emphasis scores are calculated.

[b] See footnote c in Table 7-2 for an explanation of the ns behind the practitioner data.

APPENDIX H

CHAPTER VIII REFERENCE TABLES

Table 8-2..H-3

Table 8-6..H-15

Table 8-7..H-25

Table 8-8..H-28

Table 8-2

Master table of raw percentages[a] for "training strengths" on all "checklist" attributes across both the citizen and the practitioner samples.

ATTRIBUTES	Per cent of citizen[b] situations	Per cent of practitioners[c] who cited attribute for "training strengths"		
	CITIZEN	LIBRARY	AGENCY	TOTAL
TOPIC FOCUS (Topic focus of situations)				
1) Neighborhood	23.6	5.2	0.0	6.3
2) Consumer	36.0	29.3	17.9	23.0
3) Housing	17.2	8.6	18.6	14.1
4) Employment	42.3	12.9	23.6	18.8
5) Education & schooling	33.3	19.8	18.6	19.1
6) Health	38.2	12.1	24.3	18.8
7) Housekeeping & household maintenance	24.3	20.7	3.6	11.3
8) Transportation	16.5	6.0	8.6	7.4
9) Recreation & culture	10.5	26.7	11.4	18.4
10) Financial matters & assistance	34.1	10.3	10.7	10.5
11) Public assistance & social security	7.9	7.8	27.1	18.4
12) Discrimination & race relations	7.1	9.5	16.4	13.3
13) Child care, family & personal	50.9	20.7	25.7	23.4
14) Legal	7.1	9.5	19.3	14.8
15) Family planning & birth control	0.4	8.6	11.4	10.2
16) Crime & safety	29.2	7.8	7.1	7.4
17) Immigration, migration & mobility	1.1	11.2	6.4	8.6
18) Veterans & military	0.7	5.2	5.7	5.5
19) Public affairs	11.6	24.1	13.6	18.4
20) Others	----[e]	13.8	4.3	8.6
SUM OF %[d]	392.0	269.8	274.3	276.3

Table 8-2 (continued)

ATTRIBUTES	Per cent of citizen[b] situations	Per cent of practitioners[c] who cited attribute for "training strengths"		
	CITIZEN	LIBRARY	AGENCY	TOTAL
RESOLUTION STATE (Resolution state of situations)				
21) Unresolved	59.0	4.3	12.9	9.0
22) Partially resolved	20.3	6.9	4.3	5.5
23) Completely resolved	20.7	0.9	0.7	0.8
SUM OF %[d]	100.0	12.1	17.9	15.3
NATURE OF CLIENT REQUEST (What are clients asking you to do)				
24) Listen to a complaint	91.0	25.0	25.0	25.0
25) Fill an information request	21.0	56.9	30.0	42.2
26) Fill a resource/service request	72.3	29.3	30.7	30.1
SUM OF %[d]	184.3	111.2	85.7	97.3
EXPLICITNESS OF REQUEST (How explicit are client requests)				
27) Not explicit at all	39.2	26.7	17.1	21.5
28) Somewhat explicit	45.8	24.1	13.6	18.4
29) Explicit	15.0	6.0	4.3	5.1
SUM OF %[d]	100.0	56.8	35.0	45.0

(continued)

Table 8-2 (continued)

ATTRIBUTES	Per cent of citizen[b] situations	Per cent of practitioners[c] who cited attribute for "training strengths"		
	CITIZEN	LIBRARY	AGENCY	TOTAL
STABILITY OF REQUEST (How stable are client requests)				
30) Not stable at all	37.7	13.8	7.1	10.2
31) Somewhat stable	25.4	6.9	1.4	3.9
32) Stable	36.9	2.6	0.7	1.6
SUM OF %[d]	100.0	23.3	9.2	15.7
CLIENT MOVEMENT STATE (What are clients trying to do in their situations)				
33) Make a decision	57.0	9.5	30.7	21.1
34) Get around an obstacle	64.9	6.9	17.9	12.9
35) Cope with a worry	59.6	3.4	15.7	10.2
36) Live with a problematic situation	56.6	0.9	7.1	4.3
37) Get informed	59.2	37.1	30.0	33.2
SUM OF %[d]	297.3	57.8	101.4	81.7
SOCIAL EMBEDDEDNESS (How many others are involved in client situations)				
38) No others	21.0	5.2	2.9	3.9
39) One or two others	57.5	0.9	2.9	2.0
40) Three or more others	21.4	0.0	2.1	1.2
SUM OF %[d]	99.9	6.1	7.9	7.1

(continued)

Table 8-2 (continued)

ATTRIBUTES	Per cent of citizen[b] situations	Per cent of practitioners[c] who cited attribute for "training strengths"		
	CITIZEN	LIBRARY	AGENCY	TOTAL
SITUATION EMBEDDEDNESS (How independent are client situations from other situations)				
41) Independent	44.9	1.7	4.3	3.1
42) Tied in with other situations	55.1	1.7	7.1	4.7
SUM OF %[d]	100.0	3.4	11.4	7.8
PERCEPTUAL EMBEDDEDNESS (Do clients find it easy or hard to get at the heart of their situations)				
43) Easy to get at the heart of	39.0	0.9	1.4	1.2
44) Hard to get at the heart of	61.0	3.4	9.3	6.6
SUM OF %[d]	100.0	4.3	10.7	7.8
PREFERRED PERSPECTIVE[f] (What perspective do clients prefer for their situations)				
45) Stand back	22.6	0.0	2.1	1.2
46) Get up close	33.1	0.9	0.7	0.8
47) Both stand back/get up close	39.8	3.4	8.6	6.3
SUM OF %[d]	95.5	4.3	11.4	8.3

(continued)

Table 8-2 (continued)

ATTRIBUTES	Per cent of citizen[b] situations	Per cent of practitioners[c] who cited attribute for "training strengths"		
	CITIZEN	LIBRARY	AGENCY	TOTAL
ORIENTATIONAL STATE (What do clients pay attention to in their situations)				
48) Internal self	44.9	0.9	17.1	9.8
49) External self	89.0	0.0	13.6	7.4
50) Internal other	13.9	0.9	3.6	2.3
51) External other	64.1	1.7	2.9	2.3
52) Non-human objects or conditions	50.6	0.9	0.7	0.8
SUM OF %[d]	262.5	4.4	37.9	22.6
SITUATION-FACING TACTICS (How do clients respond in situations)				
53) By directing or pointing	66.8	2.6	11.4	7.4
54) By connecting to others	40.9	6.9	8.6	7.8
55) By stopping	41.3	0.9	2.1	1.6
56) By continuing/agreeing/ giving in	20.6	0.0	0.0	0.0
57) By repeating	3.6	0.0	1.4	0.8
58) By being directed or pointed	40.1	10.3	7.1	8.6
59) By being connected by others	17.8	3.4	7.1	5.5
60) By being stopped	62.8	0.1	3.6	2.0
61) By being agreed with	3.6	0.0	1.4	0.8
62) By being made to repeat	9.3	0.0	0.7	0.4
SUM OF %[d]	306.8	24.2	43.4	34.9

(continued)

Table 8-2 (continued)

ATTRIBUTES	Per cent of citizen[b] situations	Per cent of practitioners[c] who cited attribute for "training strengths"		
	CITIZEN	LIBRARY	AGENCY	TOTAL
SITUATION-FACING STRATEGIES (What strategies do clients use for situation-facing)				
63) Interpersonal strategy	75.3	12.1	12.9	12.5
64) Decision strategy	32.2	6.0	25.0	16.4
65) Cognitive strategy	42.3	13.8	10.7	12.1
66) Getting-someone-to-help strategy	45.7	18.1	11.4	14.5
67) Emotional strategy	60.3	5.2	9.3	7.4
SUM OF %[d]	255.8	55.2	69.3	62.9
AMOUNT OF INFORMATION SEEKING (How much information do clients seek in their situations)				
68) None	27.3	0.9	1.4	1.2
69) 1-2 information things	50.5	8.6	4.3	6.3
70) 3 or more information things	22.1	8.6	8.6	8.6
SUM OF %[d]	99.9	18.1	14.3	16.1
USE OF INSTITUTIONAL SOURCES (Do clients use institutional sources to get information)				
71) No institutional sources	62.5	5.2	4.3	4.7
72) One or more institutional sources	37.5	5.2	10.0	7.8
SUM OF %[d]	100.0	10.4	14.3	12.5

(continued)

Table 8-2 (continued)

ATTRIBUTES	Per cent of citizen[b] situations	Per cent of practitioners[c] who cited attribute for "training strengths"		
	CITIZEN	LIBRARY	AGENCY	TOTAL
INFORMATION TYPES (What type of information do clients seek in their situations)				
73) INFORMATION$_1$	40.4	50.0	29.3	38.7
74) INFORMATION$_2$	30.0	12.9	10.7	11.7
75) INFORMATION$_3$	29.2	26.7	23.6	25.0
SUM OF %[d]	99.6	89.6	63.6	75.4
INFORMATION QUESTIONS (What do clients want to learn in their situations)				
76) To assess the situation/ system	30.7	17.2	35.0	27.0
77) To learn options, alternatives	12.7	10.3	27.9	19.9
78) To locate in time and space	12.0	2.6	2.9	2.7
79) To learn reasons and causes	22.8	4.3	20.7	13.3
80) To learn ideas of others	12.0	7.8	8.6	8.2
81) To learn procedures	22.7	17.2	25.0	21.5
SUM OF %[d]	112.9	59.4	120.1	92.6
EASE OF INFORMATION FINDING (Do clients see information as easy or hard to find)				
82) Easy to find information	53.4	3.4	1.4	2.3
83) Hard to find information	33.7	11.2	4.3	7.4
84) Impossible to find information	13.0	0.0	2.9	1.6
SUM OF %[d]	100.1	14.6	8.6	11.3

(continued)

Table 8-2 (continued)

ATTRIBUTES	Per cent of citizen[b] situations	Per cent of practitioners[c] who cited attribute for "training strengths"		
	CITIZEN	LIBRARY	AGENCY	TOTAL
HELPING INFORMATION UTILITIES (When information is seen as helpful, how do clients see it as helping)				
85) Helps client make progress	51.0	17.2	18.6	18.0
86) Helps client plan	30.6	8.6	15.0	12.1
87) Helps client get clarification	42.8	18.1	17.9	18.0
88) Helps client get social support	10.2	1.7	16.4	9.8
89) Helps client get self-control	17.[illegible]	4.3	11.4	8.2
SUM OF %[d]	151.9	49.9	79.3	66.1
NON-HELPING INFORMATION UTILITIES (When information is seen as not helpful, why do clients say it doesn't help)				
90) Doesn't help client make progress	71.4	0.0	0.7	0.4
91) Doesn't help client plan	17.8	1.7	0.0	0.8
92) Doesn't help client get clarification	21.4	0.9	0.0	0.4
93) Doesn't help client get social support	10.7	0.0	0.7	0.4
94) Doesn't help client get self-control	10.7	0.0	0.0	0.0
SUM OF %[d]	132.0	2.6	1.4	2.0

(continued)

Table 8-2 (continued)

ATTRIBUTES	Per cent of citizen[b] situations	Per cent of practitioners[c] who cited attribute for "training strengths"		
	CITIZEN	LIBRARY	AGENCY	TOTAL
EXPERT QUESTIONS (What do clients want practitioners to know about them and their situations)				
95) The nature of situation	24.6	6.0	4.3	5.1
96) The characteristics of client	36.7	4.3	5.0	4.7
97) The restraints on client	16.4	4.3	1.4	2.7
98) The client's efforts so far	20.3	8.6	5.7	7.0
SUM OF %[d]	98.0	23.2	16.4	19.5
LIBRARY INFORMATION EXPECTATION (Do clients expect libraries to have information that will help)				
99) Not likely at all	49.6	2.6	1.4	2.0
100) Somewhat unlikely	12.7	5.2	0.7	2.7
101) Somewhat likely	18.9	2.6	0.0	1.2
102) Very likely	18.9	1.7	2.9	2.3
SUM OF %[d]	100.1	12.1	5.0	8.2

(continued)

Table 8-2 (continued)

ATTRIBUTES	Per cent of citizen[b] situations	Per cent of practitioners[c] who cited attribute for "training strengths"		
	CITIZEN	LIBRARY	AGENCY	TOTAL
BARRIERS TO RESOLUTION[g] (What barriers do clients see to resolution)				
103) The situation is not resolvable	4.7	0.0	2.9	1.6
104) The situation is not in the client's control	5.7	0.9	3.6	2.3
105) The client lacks resources	17.5	3.4	5.7	4.7
106) The client's emotions or inactivity	13.7	0.0	1.4	0.8
107) The client doesn't understand others	2.4	1.7	2.1	2.0
108) The client lacks information	10.0	12.9	14.3	13.7
109) An institution (formal group) stands in way	15.2	1.7	4.3	3.1
110) An individual or peer/kin group stands in way	10.4	0.0	1.4	0.8
111) The situation is too complex	0.0	0.9	4.3	2.7
112) The situation is recurring	10.4	0.0	0.0	0.0
113) The situation is a societal issue	7.1	0.0	2.9	1.6
114) The client lacks time	2.4	0.0	0.0	0.0
115) The resolution is delayed	15.2	0.0	1.4	0.8
SUM OF %[d]	114.7	21.5	44.3	34.1
OVERALL SUM OF %[d]	3503.3	934.3	1082.8	1020.5
MEAN CITATION %[d]	30.7	8.1	9.4	8.9
N (# of respondents)[bc]	300	116	140	256

(continued)

Table 8-2 (continued)

---

[a] This master table is the data source for the citizen discrepancy scores and attribute emphasis scores used in Tables 8-3, 8-5, 8-6, and 8-8.

[b] There were 300 general population citizen respondents in the Phase I study. Of these 300 respondents, 267 described from 1 to 5 life-facing situations, one of which was selected for in-depth analysis. This is the eligible n for most of the attributes (1-70, 73-81, 95-102). Attributes 71-72, 82-84 were applied only to those respondents who sought information relating to the in-depth situation (n=194). Attributes 85-89 were applied only to those respondents who found one or more helpful information things (n=98). Attributes 90-94 were applied only to those respondents who found one or more non-helpful information things (n=28). Attributes 103-115 were applied to those respondents whose in-depth situation was not completely resolved (n=211). The actual ns for each of these variables is in some cases less than the eligible n indicated above because of missing data. The magnitude of the missing data problem was not large. Actual ns by attribute number are: 1-20, 267; 21-23, 266; 24-26, 267; 27-29, 265; 30-32, 267; 33-37, 265; 38-40, 252; 41-42, 265; 43-44, 264; 45-47, 239; 48-52, 245; 53-62, 247; 63-70, 267; 71-72, 192; 73-81, 267; 82-84, 194; 85-89, 98; 90-94, 28; 95-98, 256; 99-102, 260; 103-115, 211. See Dervin et al., 1976 for full details on ns. No matter what the baseline n, the percentages above may be interpreted as answering the question: "What percentage of the citizens had one or more life-facing situations which they described with this attribute?"

[c] Practitioner data come from the Phase II study. The practitioners were asked to list attributes from the "checklist" in response to the question: "...ask yourself: 'Where do I have enough experience and ability right now that I could train another practitioner to deal with this attribute of clients-in-situations?'" Table 8-1 reports the percentage of practitioners who selected each "checklist" attribute as an area in which they had "training strength." Of the 267 practitioners participating in the Phase II study, 256 practitioners responded to the "training strengths" section of the questionnaire. 116 of these were library respondents; 140 were agency respondents.

[d] The sum of % figures are simply the sum of the percentages given for each attribute in a class. The mean citation % is the figure obtained by adding all the sum of % figures and dividing the total by 114 in the case of the citizens, and by 115 in the cases of the practitioners (the number of attributes in the respective lists for which percentages were obtained). This figure can be interpreted as the average percentage of practitioners who listed a given attribute as a "training strength." Both the sum % and mean citation % are figures used in data extrapolation procedures that produced the citizen discrepancy, scores and the attribute emphasis scores reported in Tables 8-3, 8-5, 8-6, and 8-8.

(continued)

Table 8-2 (continued)

---

[e] Citizen data on topic focus came from the application of a coding scheme to citizen articulation of situations. In the scheme used, there was no direct equivalent of "other", so a comparison cannot be made. (See Content Analysis Scheme #3 in the Phase I Report.)

[f] For purposes of this comparison the citizen respondent attribute of "neither" has been deleted from consideration since the same attribute was not considered for the practitioners.

[g] For purposes of this comparison the citizen respondent attributes of "didn't get resolution" and "reasons not codeable above" have been deleted from consideration since the same attributes were not considered for the practitioners.

Table 8-6

Attribute emphasis scores[a] for "training strengths" on all "checklist" attributes across the practitioner samples.

ATTRIBUTES	Attribute emphasis scores across the practitioner[bc] samples		
	LIBRARY[d]	AGENCY[d]	TOTAL[d]
TOPIC FOCUS (Topic focus of situations)			
1) Neighborhood	- 2.9	- 9.4	- 2.6
2) Consumer	+21.2	+ 8.5	+14.1
3) Housing	+ 0.5	+ 9.2	+ 5.2
4) Employment	- 4.8	+14.2	+ 9.9
5) Education & schooling	+11.7	+ 9.2	+10.2
6) Health	+ 4.0	+14.9	+ 9.9
7) Housekeeping & household maintenance	+12.6	- 5.8	+ 2.4
8) Transportation	- 2.1	- 0.8	- 1.5
9) Recreation & culture	+18.6	+ 2.0	+ 9.5
10) Financial matters & assistance	+ 2.2	+ 1.3	+ 1.6
11) Public assistance & social security	- 0.3	+17.7	+ 9.5
12) Discrimination & race relations	+ 1.4	+ 7.0	+ 4.4
13) Child care, family & personal	+12.6	+16.3	+14.5
14) Legal	+ 1.4	+ 9.9	+ 5.9
15) Family planning & birth control	+ 0.5	+ 2.0	+ 1.3
16) Crime & safety	- 0.3	- 2.3	- 1.5
17) Immigration, migration & mobility	+ 3.1	- 3.0	- 0.3
18) Veterans & military	- 2.9	- 3.7	- 3.4
19) Public affairs	+16.0	+ 4.2	+ 9.5
20) Other	+ 5.7	- 5.1	- 0.3
MEAN EMPHASIS SCORE[e]	+ 4.9	+ 4.3	+ 4.9

(continued)

Table 8-6 (continued)

ATTRIBUTES	Attribute emphasis scores across the practitioner[bc] samples		
	LIBRARY[d]	AGENCY[d]	TOTAL[d]
RESOLUTION STATE			
(Resolution state of situations)			
21) Unresolved	- 3.8	+ 3.5	+ 0.1
22) Partially resolved	- 1.2	- 5.1	- 3.4
23) Completely resolved	- 7.2	- 8.7	- 8.1
MEAN EMPHASIS SCORE[e]	- 4.1	- 3.4	+ 3.8
NATURE OF CLIENT REQUEST			
(What are clients asking you to do)			
24) Listen to a complaint	+16.9	+15.6	+16.1
25) Fill an information request	+48.8	+20.6	+33.3
26) Fill a resource/service request	+21.2	+21.3	+21.2
MEAN EMPHASIS SCORE[e]	+29.0	+19.2	+23.5
EXPLICITNESS OF REQUEST			
(How explicit are client requests)			
27) Not explicit at all	+18.6	+ 7.7	+12.6
28) Somewhat explicit	+16.0	+ 4.2	+ 9.5
29) Explicit	- 2.1	- 5.1	- 3.8
MEAN EMPHASIS SCORE[e]	+10.8	+ 2.3	+ 6.1

(continued)

Table 8-6 (continued)

ATTRIBUTES	Attribute emphasis scores across the practitioner[bc] samples		
	LIBRARY[d]	AGENCY[d]	TOTAL[d]
STABILITY OF REQUEST (How stable are client requests)			
30) Not stable at all	+ 5.7	- 2.3	+ 1.3
31) Somewhat stable	- 1.2	- 8.0	- 5.0
32) Stable	- 5.5	- 8.7	- 7.3
MEAN EMPHASIS SCORE[e]	- 0.3	- 6.3	- 3.7
CLIENT MOVEMENT STATE (What are clients trying to do in their situations)			
33) Make a decision	+ 1.4	+21.3	+12.2
34) Get around an obstacle	- 1.2	+ 8.5	+ 4.0
35) Cope with a worry	- 4.7	+ 6.3	+ 1.3
36) Live with a problematic situation	- 7.2	- 2.3	- 4.6
37) Get informed	+29.0	+20.6	+24.3
MEAN EMPHASIS SCORE[e]	+ 3.5	+10.9	+ 7.4
SOCIAL EMBEDDEDNESS (How many others are involved in client situations)			
38) No others	- 2.9	- 6.5	- 5.0
39) One or two others	- 7.2	- 6.5	- 6.9
40) Three or more others	- 8.1	- 7.3	- 7.7
MEAN EMPHASIS SCORE[e]	- 6.1	- 6.8	- 6.5
SITUATION EMBEDDEDNESS (How independent are client situations from other situations)			
41) Independent	- 6.4	- 5.1	- 5.8
42) Tied in with other situations	- 6.4	- 2.3	- 4.2
MEAN EMPHASIS SCORE[e]	- 6.4	- 4.1	- 5.0

(continued)

Table 8-6 (continued)

ATTRIBUTES	Attribute emphasis scores across the practitioner[bc] samples		
	LIBRARY[d]	AGENCY[d]	TOTAL[d]
PERCEPTUAL EMBEDDEDNESS (Do clients find it easy or hard to get at the heart of their situations)			
43) Easy to get at the heart of	- 7.2	- 8.0	- 7.7
44) Hard to get at the heart of	- 4.7	- 0.1	- 2.3
MEAN EMPHASIS SCORE[e]	- 6.0	- 4.1	- 5.0
PREFERRED PERSPECTIVE (What perspective do clients prefer for their situations)			
45) Stand back	- 8.1	- 7.3	- 7.7
46) Get up close	- 7.2	- 8.7	- 8.1
47) Both stand back/get up close	- 4.7	- 0.8	- 2.6
MEAN EMPHASIS SCORE[e]	- 6.7	- 5.6	- 6.1
ORIENTATIONAL STATE (What do clients pay attention to in their situations)			
48) Internal self	- 7.2	+ 7.7	+ 0.9
49) External self	- 8.1	+ 4.2	- 1.5
50) Internal other	- 7.2	- 5.8	- 6.6
51) External other	- 6.4	- 6.5	- 6.6
52) Non-human objects or conditions	- 7.2	- 8.7	- 8.1
MEAN EMPHASIS SCORE[e]	- 7.2	- 1.8	- 4.4

(continued)

Table 8-6 (continued)

ATTRIBUTES	Attribute emphasis scores across the practitioner[b][c] samples		
	LIBRARY[d]	AGENCY[d]	TOTAL[d]
SITUATION-FACING TACTICS (How do clients respond in situations)			
53) By directing or pointing	- 5.5	+ 2.0	- 1.5
54) By connecting to others	- 1.2	- 0.8	- 1.1
55) By stopping	- 7.2	- 7.3	- 7.3
56) By continuing/agreeing/ giving in	- 8.1	- 9.4	- 8.9
57) By repeating	- 8.1	- 8.0	- 8.1
58) By being directed or pointed	+ 2.2	- 2.3	- 0.3
59) By being connected by others	- 4.7	- 2.3	- 3.4
60) By being stopped	- 8.0	- 5.8	- 6.9
61) By being agreed with	- 8.1	- 8.0	- 8.1
62) By being made to repeat	- 8.1	- 8.[illegible]	- 8.5
MEAN EMPHASIS SCORE[e]	- 5.7	- 5.1	- 5.4
SITUATION-FACING STATEGIES (What strategies do clients use for situation-facing)			
63) Interpersonal strategy	+ 4.0	+ 3.5	+ 3.6
64) Decisioning strategy	- 2.1	+15.6	+ 7.5
65) Cognitive strategy	+ 5.7	+ 1.3	+ 3.2
66) Getting-someone-to-help strategy	+10.0	+ 2.0	+ 5.6
67) Emotional strategy	- 2.9	- 0.1	- 1.5
MEAN EMPHASIS SCORE[e]	- 2.9	+ 4.5	+ 3.7
AMOUNT OF INFORMATION SEEKING (How much information do clients seek in their situations)			
68) None	- 7.2	- 8.0	- 7.7
69) 1-2 information things	+ 0.5	- 5.1	- 2.6
70) 3 or more information things	+ 0.5	+ 0.8	- 0.3
MEAN EMPHASIS SCORE[e]	- 2.1	- 4.1	- 3.5

(continued)

Table 8-6 (continued)

ATTRIBUTES	Attribute emphasis scores across the practitioner[bc] samples		
	LIBRARY[d]	AGENCY[d]	TOTAL[d]
USE OF INSTITUTIONAL SOURCES (Do clients use institutional sources to get information)			
71) No institutional sources	- 2.9	- 5.1	- 4.2
72) One or more institutional sources	- 2.9	+ 0.6	- 1.1
MEAN EMPHASIS SCORE[e]	- 2.9	- 2.3	- 2.7
INFORMATION TYPES (What type of information do clients seek in their situations)			
73) INFORMATION$_1$	+41.9	+19.9	+29.8
74) INFORMATION$_2$	+ 4.8	+ 1.3	+ 2.8
75) INFORMATION$_3$	+18.6	+14.2	+16.1
MEAN EMPHASIS SCORE[e]	+21.8	+11.8	+16.2
INFORMATION QUESTIONS (What do clients want to learn in their situations)			
76) To assess the situation/system	+ 9.1	+25.6	+18.1
77) To learn options, alternatives	+ 2.2	+18.5	+11.0
78) To locate in time and space	- 5.5	- 6.5	- 6.2
79) To learn reasons and causes	- 3.8	+11.3	+ 4.4
80) To learn ideas of others	- 0.3	- 0.8	- 0.7
81) To learn procedures	+ 9.1	+15.6	+12.6
MEAN EMPHASIS SCORE[e]	+ 1.8	+10.6	+ 6.5

(continued)

Table 8-6 (continued)

ATTRIBUTES	Attribute emphasis scores across the practitioner[b,c] samples		
	LIBRARY[d]	AGENCY[d]	TOTAL[d]
EASE OF INFORMATION FINDING (Do clients see information as easy or hard to find)			
82) Easy to find information	- 4.7	- 8.0	- 6.6
83) Hard to find information	+ 3.1	- 5.1	- 1.5
84) Impossible to find information	- 8.1	- 6.5	- 7.3
MEAN EMPHASIS SCORE[e]	- 3.2	- 6.5	- 5.1
HELPING INFORMATION UTILITIES (When information is seen as helpful, how do clients see it as helping)			
85) Helps client make progress	+ 9.1	+ 9.2	+ 9.1
86) Helps client plan	+ 0.5	+ 5.6	+ 3.2
87) Helps client get clarification	+10.0	+ 8.5	+ 9.1
88) Helps client get social support	- 6.4	+ 7.0	+ 0.9
89) Helps client get self-control	- 3.8	+ 2.0	- 0.7
MEAN EMPHASIS SCORE[e]	+ 1.9	+ 6.5	+ 4.3
NON-HELPING INFORMATION UTILITIES (When information is seen as not helpful, why do clients say it doesn't help)			
90) Doesn't help client make progress	- 8.1	- 8.7	- 8.5
91) Doesn't help client plan	- 6.4	- 9.4	- 8.1
92) Doesn't help client get clarification	- 7.2	- 9.4	- 8.5
93) Doesn't help client get social support	- 8.1	- 8.7	- 8.5
94) Doesn't help client get self-control	- 8.1	- 9.4	- 8.9
MEAN EMPHASIS SCORE[e]	- 7.6	- 9.1	- 8.5

(continued)

Table 8-6 (continued)

ATTRIBUTES	Attribute emphasis scores across the practitioner[bc] samples		
	LIBRARY[d]	AGENCY[d]	TOTAL[d]
EXPERT QUESTIONS (What do clients want practitioners to know about them and their situations)			
95) The nature of situation	- 2.1	- 5.1	- 3.8
96) The characteristics of cient	- 3.8	- 4.4	- 4.2
97) The restraints on client	- 3.8	- 8.0	- 6.2
98) The client's efforts so far	+ 0.5	- 3.7	- 1.9
MEAN EMPHASIS SCORE[e]	- 2.3	- 5.3	- 4.0
LIBRARY INFORMATION EXPECTATION (Do clients expect libraries to have information that will help)			
99) Not likely at all	- 5.5	- 8.0	- 6.9
100) Somewhat unlikely	- 2.9	- 8.7	- 6.2
101) Somewhat likely	- 5.5	- 9.4	- 7.7
102) Very likely	- 6.4	- 6.5	- 6.6
MEAN EMPHASIS SCORE[e]	- 5.1	- 8.2	- 6.9

(continued)

Table 8-6 (continued)

ATTRIBUTES	Attribute emphasis scores across the practitioner[bc] samples		
	LIBRARY[d]	AGENCY[d]	TOTAL[d]
BARRIERS TO RESOLUTION (What barriers do clients see to resolution)			
103) The situation is not resolvable	- 8.1	- 6.5	- 7.3
104) The situation is not in the client's control	- 7.2	- 5.8	- 6.6
105) The client lacks resources	- 4.7	- 3.7	- 4.2
106) The client's emotions or inactivity	- 8.1	- 8.0	- 8.1
107) The client doesn't understand others	- 6.4	- 7.3	- 6.9
108) The client lacks information	+ 4.8	+ 4.9	+ 4.8
109) An institution (formal group) stands in way	- 6.4	- 5.1	- 5.8
110) An individual or peer/kin group stands in way	- 8.1	- 8.0	- 8.1
111) The situation is too complex	- 7.2	- 5.1	- 6.2
112) The situation is recurring	- 8.1	- 9.4	- 8.9
113) The situation is a societal issue	- 8.1	- 6.5	- 7.3
114) The client lacks time	- 8.1	- 9.4	- 8.9
115) The resolution is delayed	- 8.1	- 8.0	- 8.1
MEAN EMPHASIS SCORE[e]	- 6.4	- 6.0	- 6.3
MEAN CITATION %[d]	8.1	9.4	8.9
N (# of respondents)[bc]	116	140	256

[a] This table focuses on the degree of emphasis placed on the different attributes across the practitioner samples. Generally, the higher the score, the more the emphasis.

[b] No citizen data are presented in this table.

(continued)

Table 8-6 (continued)

---

[c] See footnote c in Table 8-2 for an explanation of the ns behind the practitioner data.

[d] See Chapter V for an explanation of how these scores are calculated.

[e] A mean emphasis score is simply the average of the attribute emphasis scores within an attribute section. It indicates whether the attributes in a category were more or less emphasized than the average attribute across all sections. It allows a comparison both across samples and across attribute sections.

Table 8-7

The twenty attributes with the highest absolute attribute emphasis scores[a] in the "training strengths" analyses across the practitioner samples.

ATTRIBUTES	Attribute emphasis scores with ranks within the practitoner[b] samples.					
	LIBRARY		AGENCY		TOTAL	
	Rank[c]	Score[d]	Rank[c]	Score[d]	Rank[c]	Score[d]
1) Neighborhood	88.0	- 2.9	21.5	- 9.4	89.0	- 2.6
2) Consumer	3.5	+21.2	38.0	+ 8.5	9.0	+14.1
4) Employment	68.0	- 4.8	14.5	+14.2	15.5	+ 9.9
5) Education & schooling	13.0	+11.7	27.0	+ 9.2	14.0	+10.2
6) Health	76.5	+ 4.0	13.0	+14.9	15.5	+ 9.9
7) Housekeeping & household maintenance	11.5	+12.6	69.5	- 5.8	91.0	+ 2.4
9) Recreation & culture	6.0	+18.6	102.0	+ 2.0	18.5	+ 9.5
11) Public assistance & social security	111.0	- 0.3	8.0	+17.7	18.5	+ 9.5
13) Child care, family & personal	11.5	+12.6	9.0	+16.3	8.0	+14.5
14) Legal	100.0	+ 1.4	17.0	+ 9.9	64.0	+ 5.9
19) Public affairs	9.5	+16.0	86.0	+ 4.2	18.5	+ 9.5
24) Listen to complaint	8.0	+16.9	11.0	+15.6	6.5	+16.1
25) Fill an information request	1.0	+48.8	4.5	+20.6	1.0	+33.3
26) Fill a resource/service request	3.5	+21.2	2.5	+21.3	4.0	+21.2
27) Not explicit at all	6.0	+18.6	51.5	+ 7.7	10.5	+12.6
28) Somewhat explicit	9.5	+16.0	86.0	+ 4.2	18.5	+ 9.5
33) Make a decision	100.0	+ 1.4	2.5	+21.3	12.0	+12.2
37) Get informed	2.0	+29.0	4.5	+20.6	3.0	+24.3
40) Three or more others	28.0	- 8.1	54.5	- 7.3	42.0	- 7.7
45) Standback	28.0	- 8.1	54.5	- 7.3	42.0	- 7.7
49) External self	28.0	- 8.1	86.0	+ 4.2	97.5	- 1.5
56) By continuing/agreeing/ giving in	28.0	- 8.1	21.5	- 9.4	24.5	- 8.9
57) By repeating	28.0	- 8.1	21.5	- 9.4	24.5	- 8.9
60) By being stopped	28.0	- 8.1	69.5	- 5.8	52.5	- 6.9
61) By being agreed with	28.0	- 8.1	45.0	- 8.0	35.0	- 8.1
62) By being made to repeat	28.0	- 8.1	32.5	- 8.7	28.5	- 8.5
64) Decisioning strategy	96.5	- 2.1	11.0	+15.6	45.0	+ 7.5
66) Getting-someone-to-help stategy	14.5	+10.0	102.0	+ 2.0	67.0	+ 5.6
73) INFORMATION_1	2.0	+41.9	6.0	+19.9	2.0	+29.8
75) INFORMATION_3	6.0	+18.6	14.5	+14.2	6.5	+16.1
76) To assess the situation/ system	17.0	+ 9.1	1.0	+25.6	5.0	+18.1
77) To learn options, alternatives	93.0	+ 2.2	7.0	+18.5	13.0	+11.0

(continued)

Table 8-7 (continued)

ATTRIBUTES	Attribute emphasis scores with ranks within the practitioner[b] samples					
	LIBRARY		AGENCY		TOTAL	
	Rank[c]	Score[d]	Rank[c]	Score[d]	Rank[c]	Score[d]
79) To learn reasons and causes	80.0	- 3.8	16.0	+11.3	73.5	+ 4.4
81) To learn procedures	17.0	+ 9.1	11.0	+15.6	10.5	+12.6
84) Impossible to find information	28.0	- 8.1	63.0	- 6.5	48.0	- 7.3
85) Helps client make progress	17.0	+ 9.1	27.0	+ 9.2	21.5	+ 9.1
87) Helps client get clarification	14.5	+10.0	38.0	+ 8.5	21.5	+ 9.1
90) Doesn't help client make progress	28.0	- 8.1	32.5	- 8.7	28.5	- 8.5
91) Doesn't help client plan	54.5	- 6.4	21.5	- 9.4	35.0	- 8.1
92) Doesn't help client get clarification	44.0	- 7.2	21.5	- 9.4	28.5	- 8.5
93) Doesn't help client get social support	28.0	- 8.1	32.5	- 8.7	28.5	- 8.5
94) Doesn't help client get self-control	28.0	- 8.1	21.5	- 9.4	24.5	- 8.9
101) Somewhat likely	64.0	- 5.5	21.5	- 9.4	42.0	- 7.7
103) The situation is not resolvable	28.0	- 8.1	63.0	- 6.5	48.0	- 7.3
106) The client's emotions or inactivity	28.0	- 8.1	45.0	- 8.0	35.0	- 8.1
110) An individual or peer/kin group stands in way	28.0	- 8.1	45.0	- 8.0	35.0	- 8.1
112) The situation is recurring	28.0	- 8.1	21.5	- 9.4	24.5	- 8.9
113) The situation is a societal issue	28.0	- 8.1	63.0	- 6.5	48.0	- 7.3
114) The client lacks time	28.0	- 8.1	21.5	- 9.4	24.5	- 8.9
115) The resolution is delayed	28.0	- 8.1	35.0	- 8.0	45.0	- 8.1
N (# of respondents)[b]	116	----	140	----	156	----

[a] This table is derived from Table 8-6. It lists the 20 attributes with the highest "system design" attribute emphasis scores, regardless of sign, for the library sub-sample, the agency sub-sample, or the total practitioner sample.

[b] See footnote c in Table 8-2 for explanation of practitioner ns.

(continued)

Table 8-7 (continued)

---

[c] This column gives the ranks, with a rank of 1.0 indicating the attribute with the highest absolute attribute emphasis score for that sample.

[d] This column give the attribute emphasis scores as listed in Table 8-6. See Chapter V for an explanation of how these scores are calculated.

Table 8-8

Summary across attribute sections of the mean emphasis scores[a] for "training strengths" analyses across the practitioner samples.

ATTRIBUTE SECTIONS	Mean emphasis scores across the practitioner samples[b]		
	LIBRARY	AGENCY	TOTAL
Topic focus	+ 4.9	+ 4.3	+ 4.9
Resolution state	- 4.1	- 3.4	- 3.8
Nature of client request	+29.0	+19.2	+23.5
Explicitness of request	+10.8	+ 2.3	+ 6.1
Stability of request	- 0.3	- 6.3	- 3.7
Client movement state	+ 3.5	+10.9	+ 7.4
Social embeddedness	- 6.1	- 6.8	- 3.2
Situation embeddedness	- 6.4	- 3.7	- 3.3
Perceptual embeddedness	- 6.0	- 4.1	- 5.0
Preferred perspective	- 6.7	- 5.6	- 6.1
Orientational state	- 7.2	- 1.8	- 4.4
Situation-facing tactics	- 5.7	- 5.1	- 5.4
Situation-facing strategies	- 2.9	+ 4.5	+ 3.7
Amount of information seeking	- 2.1	- 4.1	- 3.5
Use of institutional sources	- 2.9	- 2.3	- 2.7
Information types	+21.8	+11.8	+16.2
Information questions	+ 1.8	+10.6	+ 6.5
Ease of information finding	- 3.2	- 6.5	- 5.1
Helping information utilities	+ 1.9	+ 6.5	+ 4.3
Non-helping information utilities	- 7.6	- 9.1	- 8.5
Expert questions	- 2.3	- 5.3	- 4.0
Library information expectation	- 5.1	- 8.2	- 6.9
Barriers to resolution	- 6.4	- 6.0	- 6.3
N (# of respondents)	116	140	256

[a] This table pulls out the mean emphasis scores from Table 8-6. For an explanation of mean emphasis scores, see footnote e in Table 8-6. See Chapter V for an explanation of how attribute emphasis scores are calculated.

[b] See footnote c in Table 8-2 for an explanation of the ns behind the practitioner data.

APPENDIX I

CHAPTER X REFERENCE TABLE 10-1

I-3

Table 10-1

Master table of responses[a] to the "citizen's handbook" across the practitioner

TEXT			Per cent of	
	I/E[c]	Sample[d]	A	D
1) CITIZEN'S HANDBOOK	I	L	0.0	0.0
		A	0.0	0.0
		T	0.0	0.0
	E	L	0.0	0.0
		A	0.0	0.0
		T	0.0	0.0
	T	L	0.0	0.0
		A	0.0	0.0
		T	0.0	0.0
2) Living in a highly technological society is often very difficult.	I	L	0.8	0.0
		A	3.6	0.7
		T	2.3	0.4
	E	L	49.2	1.7
		A	51.8	2.2
		T	50.6	1.9
	T	L	50.2	1.7
		A	54.7	2.9
		T	52.5	2.3
3) The average citizen has many everyday concerns to cope with -- housing, getting along with other people, consumer issues, education, legal problems, and so on.	I	L	14.2	3.3
		A	13.9	0.7
		T	14.0	1.9
	E	L	26.7	0.0
		A	29.2	0.0
		T	28.0	0.0
	T	L	40.0	3.3
		A	40.1	0.7
		T	40.1	1.9

Table 10-1

to the "citizen's handbook" across the practitioner samples.

	I/E[c]	Sample[d]	Per cent of practitioners[b] who...					χ[e]
			A	D	?	R	T	
	I	L	0.0	0.0	0.0	0.0	0.0	0.0
		A	0.0	0.0	0.0	0.0	0.0	0.0
		T	0.0	0.0	0.0	0.0	0.0	0.0
	E	L	0.0	0.0	0.0	0.0	0.0	0.0
		A	0.0	0.0	0.0	0.0	0.7	0.7
		T	0.0	0.0	0.0	0.0	0.4	0.4
	T	L	0.0	0.0	0.0	0.0	0.0	0.0
		A	0.0	0.0	0.0	0.0	0.7	0.7
		T	0.0	0.0	0.0	0.0	0.4	0.4
nological society	I	L	0.8	0.0	1.7	0.0	0.0	2.5
		A	3.6	0.7	1.5	0.0	0.0	5.8
		T	2.3	0.4	1.6	0.0	0.0	4.3
	E	L	49.2	1.7	0.0	0.0	2.5	53.3
		A	51.8	2.2	1.5	2.2	2.2	59.9
		T	50.6	1.9	0.8	1.2	2.3	56.8
	T	L	50.2	1.7	1.7	0.0	2.5	55.8
		A	54.7	2.9	2.9	2.2	2.2	63.5
		T	52.5	2.3	2.3	1.2	2.3	59.9
many everyday ousing, people, consumer problems, and	I	L	14.2	3.3	1.7	0.0	0.8	20.0
		A	13.9	0.7	0.0	0.7	1.5	16.8
		T	14.0	1.9	0.8	0.4	1.2	18.3
	E	L	26.7	0.0	0.0	1.7	0.0	28.3
		A	29.2	0.0	0.0	2.2	1.5	32.8
		T	28.0	0.0	0.0	1.9	0.8	30.7
	T	L	40.0	3.3	1.7	1.7	0.8	46.7
		A	40.1	0.7	0.0	2.9	2.9	46.0
		T	40.1	1.9	0.8	2.3	1.9	46.3

(continued)

Table 10-1 (continued)

TEXT	I/E[c]	Sample[d]	Per cent of pr	
			A	D
4) This CITIZEN'S HANDBOOK is designed to help you as you go about trying to cope with your everyday problems.	I	L	0.0	0.0
		A	0.7	0.7
		T	0.4	0.4
	E	L	1.7	0.0
		A	5.1	0.7
		T	3.5	0.4
	T	L	1.7	0.0
		A	5.8	1.5
		T	3.9	0.8
* PARAGRAPH AVERAGES[f]	I	L	3.7	0.8
		A	4.5	0.5
		T	4.2	0.7
	E	L	19.4	0.4
		A	21.5	0.7
		T	20.5	0.6
	T	L	23.0	1.3
		A	25.1	1.3
		T	24.1	1.3
5) The first helpful thing to know about everyday problems is that you are not alone.	I	L	0.8	0.8
		A	1.5	0.0
		T	1.2	0.4
	E	L	40.8	0.0
		A	43.8	2.9
		T	42.4	1.6
	T	L	41.7	0.8
		A	45.3	2.9
		T	43.6	1.9

Table 10-1 (continued)

	I/E[c]	Sample[d]	Per cent of practitioners[b] who... A	D	?	R	T	χ[e]
is designed to trying to problems.	I	L	0.0	0.0	0.8	0.0	0.8	1.7
		A	0.7	0.7	0.0	1.5	0.7	3.6
		T	0.4	0.4	0.4	0.8	0.8	2.7
	E	L	1.7	0.0	0.0	0.8	1.7	4.2
		A	5.1	0.7	0.7	3.6	6.6	16.8
		T	3.5	0.4	0.4	2.3	4.3	10.9
	T	L	1.7	0.0	0.8	0.8	2.5	5.8
		A	5.8	1.5	0.7	5.1	7.3	19.7
		T	3.9	0.8	0.8	3.1	5.1	13.2
	I	L	3.7	0.8	1.0	0.0	0.4	6.0
		A	4.5	0.5	0.4	0.5	0.5	6.5
		T	4.2	0.7	0.7	0.3	0.5	6.3
	E	L	19.4	0.4	0.0	0.6	1.0	21.5
		A	21.5	0.7	0.5	2.0	2.7	27.5
		T	20.5	0.6	0.3	[illegible]	1.9	24.7
	T	L	23.0	1.3	1.0	0.6	1.4	27.1
		A	25.1	1.3	0.9	2.5	3.3	32.5
		T	24.1	1.3	1.0	1.6	2.4	33.2
to know about t you are not	I	L	0.8	0.8	0.8	0.0	0.8	3.3
		A	1.5	0.0	0.0	0.7	0.0	2.2
		T	1.2	0.4	0.4	0.4	0.4	2.7
	E	L	40.8	0.0	0.8	0.0	3.3	45.0
		A	43.8	2.9	0.0	2.9	5.8	55.5
		T	42.4	1.6	0.4	1.6	4.7	50.6
	T	L	41.7	0.8	1.7	0.0	4.2	48.3
		A	45.3	2.9	0.0	3.6	5.8	56.9
		T	43.6	1.9	0.8	1.9	5.1	52.9

(continued)

Table 10-1 (continued)

TEXT	I/E[c]	Sample[d]	Per cent of prac		
			A	D	?
6) Virtually every citizen always has at least two or three everyday concerns.	I	L	0.8	0.0	0.
		A	1.5	0.7	1.
		T	1.2	0.4	0.
	E	L	14.2	3.3	3.
		A	11.7	3.6	1.
		T	12.8	3.5	2.
	T	L	15.0	3.3	3.
		A	13.1	4.4	2.
		T	14.0	3.9	3.
7) In addition, the combination of these concerns constantly changes.	I	L	0.8	0.8	1.
		A	0.7	0.0	0.
		T	0.8	0.4	0.
	E	L	11.7	0.0	3.
		A	12.4	1.5	2.
		T	12.1	0.8	2.
	T	L	12.5	0.8	5.
		A	13.1	1.5	2.
		T	12.8	1.2	3.
8) Both your own actions and thoughts as well as outside events affect the nature of your life situations.	I	L	1.7	0.0	0.
		A	0.0	0.7	0.
		T	0.8	0.4	0.
	E	L	20.0	0.8	0.
		A	19.0	0.0	1.
		T	19.5	0.4	0.
	T	L	21.7	0.8	0.
		A	19.0	0.7	1.
		T	20.2	0.8	0.

Table 10-1 (continued)

	I/E[c]	Sample[d]	Per cent of practitioners[b] who... A	D	?	R	T	χ^{e}
en always has at eryday concerns.	I	L	0.8	0.0	0.0	0.0	0.8	1.7
		A	1.5	0.7	1.5	0.7	0.0	4.4
		T	1.2	0.4	0.8	0.4	0.4	3.1
	E	L	14.2	3.3	3.3	4.2	0.8	25.8
		A	11.7	3.6	1.5	3.6	3.6	24.1
		T	12.8	3.5	2.3	3.9	2.3	24.9
	T	L	15.0	3.3	3.3	4.2	1.7	27.5
		A	13.1	4.4	2.9	3.6	3.6	27.7
		T	14.0	3.9	3.1	3.9	2.7	27.6
ination of these hanges.	I	L	0.8	0.8	1.7	0.0	0.8	4.2
		A	0.7	0.0	0.0	0.7	0.0	1.5
		T	0.8	0.4	0.8	0.4	0.4	2.7
	E	L	11.7	0.0	3.3	1.7	1.7	18.3
		A	12.4	1.5	2.2	8.0	2.9	27.0
		T	12.1	0.8	2.7	5.1	2.3	23.0
	T	L	12.5	0.8	5.0	1.7	2.5	22.5
		A	13.1	1.5	2.2	8.8	2.9	28.5
		T	12.8	1.2	3.5	5.4	2.7	25.7
and thoughts as affect the nature s.	I	L	1.7	0.0	0.0	0.0	0.0	1.7
		A	0.0	0.7	0.0	2.9	0.0	3.6
		T	0.8	0.4	0.0	1.6	0.0	2.7
	E	L	20.0	0.8	0.0	5.0	1.7	27.5
		A	19.0	0.0	1.5	10.2	3.6	34.3
		T	19.5	0.4	0.8	7.8	2.7	31.1
	T	L	21.7	0.8	0.0	5.0	1.7	29.2
		A	19.0	0.7	1.5	13.1	3.6	37.2
		T	20.2	0.8	0.8	9.3	2.7	33.5

(continued)

Table 10-1 (continued)

TEXT	I/E[c]	Sample[d]	Per cent of prac		
			A	D	T
9) Today's problem may be gone tomorrow.	I	L	0.0	0.8	0.
		A	0.0	0.0	0.
		T	0.0	0.4	0.
	E	L	10.0	8.3	1.
		A	8.0	5.8	0.
		T	8.9	7.0	1.
	T	L	10.0	9.2	1.
		A	8.0	5.8	0.
		T	8.9	7.4	1.
10) But tomorrow will bring new problems.	I	L	0.8	0.0	0.
		A	0.0	0.7	0.
		T	0.4	0.4	0.
	E	L	29.2	4.2	0.
		A	27.7	3.6	0.
		T	28.4	3.9	0.
	T	L	30.0	4.2	0
		A	27.7	4.4	0
		T	28.8	4.3	0
*PARAGRAPH AVERAGES[f]	I	L	0.8	0.4	0
		A	0.5	0.3	0
		T	0.7	0.4	0
	E	L	21.0	2.8	1
		A	20.4	2.9	1
		T	20.7	2.9	1
	T	L	21.8	3.2	1
		A	21.0	3.3	1
		T	21.4	3.2	1

Table 10-1 (continued)

	I/E[c]	Sample[d]	Per cent of practitioners[b] who...					Σ[e]
			A	D	?	R	T	
gone tomorrow.	I	L	0.0	0.8	0.0	0.0	0.0	0.8
		A	0.0	0.0	0.0	0.7	0.0	0.7
		T	0.0	0.4	0.0	0.4	0.0	0.8
	E	L	10.0	8.3	1.7	0.0	2.5	22.5
		A	8.0	5.8	0.7	2.9	2.9	20.4
		T	8.9	7.0	1.2	1.6	2.7	21.4
	T	L	10.0	9.2	1.7	0.0	2.5	23.3
		A	8.0	5.8	0.7	3.6	2.9	21.2
		T	8.9	7.4	1.2	1.9	2.7	22.2
ing new problems.	I	L	0.8	0.0	0.0	0.0	0.0	0.8
		A	0.0	0.7	0.0	0.0	0.7	1.5
		T	0.4	0.4	0.0	0.0	0.4	1.2
	E	L	29.2	4.2	0.0	1.7	1.7	36.7
		A	27.7	3.6	0.7	1.5	8.0	41.6
		T	28.4	3.9	0.4	1.6	5.1	39.3
	T	L	30.0	4.2	0.0	1.7	1.7	37.5
		A	27.7	4.4	0.7	1.5	8.8	43.1
		T	28.8	4.3	0.4	1.6	5.4	40.5
	I	L	0.8	0.4	0.4	0.0	0.4	2.1
		A	0.6	0.3	0.2	0.9	0.1	2.3
		T	0.7	0.4	0.3	0.5	0.3	2.2
	E	L	21.0	2.8	1.4	2.1	1.9	29.3
		A	20.4	2.9	1.1	4.8	4.5	33.8
		T	20.7	2.9	1.3	3.6	3.3	31.7
	T	L	21.8	3.2	1.9	2.1	2.4	31.4
		A	21.0	3.3	1.3	5.7	4.6	35.8
		T	21.4	3.2	1.6	4.0	3.5	33.7

(continued)

Table 10-1 (continued)

TEXT			Per cent of prac		
	I/E[c]	Sample[d]	A	D	?
11) The second helpful thing to know is that there are no right or wrong problems.	I	L	0.8	0.8	0.
		A	0.0	2.2	0.
		T	0.4	1.6	0.
	E	L	13.3	10.0	11.
		A	16.1	10.2	13.
		T	14.8	10.1	12.
	T	L	14.2	10.8	11.
		A	16.1	11.7	13.
		T	15.2	11.3	12.
12) And, there are no right or wrong solutions.	I	L	0.0	2.5	0.
		A	0.0	0.7	0.
		T	0.0	1.6	0.
	E	L	13.3	15.8	3.
		A	16.1	24.8	2.
		T	14.8	20.6	3.
	T	L	13.3	18.3	3.
		A	16.1	25.5	2.
		T	14.8	22.2	3.
13) Some other person may not see your situation as a problem.	I	L	0.0	0.0	0.0
		A	0.7	1.5	0.0
		T	0.4	0.8	0.0
	E	L	17.5	0.8	1.7
		A	25.5	0.7	0.7
		T	21.8	0.8	1.2
	T	L	17.9	0.8	1.
		A	26.3	2.2	0.7
		T	22.2	1.6	1.2

Table 10-1 (continued)

	I/E[c]	Sample[d]	Per cent of practitioners[b] who...					χ^e
			A	D	?	R	T	
thing to know is right or wrong problems.	I	L	0.8	0.8	0.8	0.0	0.0	2.5
		A	0.0	2.2	0.0	1.5	0.0	3.6
		T	0.4	1.6	0.4	0.8	0.0	3.1
	E	L	13.3	10.0	11.7	6.7	3.3	45.0
		A	16.1	10.2	13.9	8.0	2.9	51.1
		T	14.8	10.1	12.8	7.4	3.1	48.2
	T	L	14.2	10.8	11.7	6.7	3.3	46.7
		A	16.1	11.7	13.9	9.5	2.9	53.3
		T	15.2	11.3	12.8	0.4	3.1	50.2
right or wrong	I	L	0.0	2.5	0.0	0.8	0.8	4.2
		A	0.0	0.7	0.0	0.0	1.5	2.2
		T	0.0	1.6	0.0	0.4	1.2	3.1
	E	L	13.3	15.8	3.3	0.0	5.0	37.5
		A	16.1	24.8	2.9	3.6	5.1	52.5
		T	14.8	20.6	3.1	1.9	5.1	45.5
	T	L	13.3	18.3	3.3	0.8	5.8	41.7
		A	16.1	25.5	2.9	3.6	5.8	54.0
		T	14.8	22.2	3.1	2.3	5.8	48.2
ay not see your lem.	I	L	0.0	0.0	0.0	0.0	0.0	0.0
		A	0.7	1.5	0.0	0.0	0.0	2.2
		T	0.4	0.8	0.0	0.0	0.0	1.2
	E	L	17.5	0.8	1.7	0.8	0.8	21.7
		A	25.5	0.7	0.7	1.5	0.7	29.2
		T	21.8	0.8	1.2	1.2	0.8	25.7
	T	L	17.9	0.8	1.7	0.8	0.8	21.7
		A	26.3	2.2	0.7	1.5	0.7	31.4
		T	22.2	1.6	1.2	1.2	0.8	26.8

(continued)

Table 10-1 (continued)

TEXT	I/E[c]	Sample[d]	Per cent of prac		
			A	D	?
14) Or, you may know people in situations like your own that don't seem to have the same problems you do.	I	L	0.0	0.0	0.
		A	0.0	0.0	0.
		T	0.0	0.0	0.
	E	L	13.3	0.8	0.
		A	16.8	0.0	0.
		T	15.2	0.4	0.
	T	L	13.3	0.8	0.
		A	16.8	0.0	0.
		T	15.2	0.4	0.
15) But you are unique — a different person in a different complex of situations.	I	L	3.3	2.5	2.
		A	6.6	2.9	0.
		T	5.1	2.7	1.
	E	L	12.5	2.5	2.
		A	16.1	1.5	1.
		T	14.4	1.9	1.
	T	L	15.0	4.2	3.
		A	20.4	3.6	2.
		T	17.9	3.9	2.
16) Only you can judge what is troublesome to you.	I	L	0.0	0.0	0.
		A	0.7	1.5	0.
		T	0.4	0.8	0.
	E	L	15.0	6.7	0.
		A	18.2	8.8	0.
		T	16.7	7.8	0.
	T	L	15.0	6.7	0.
		A	19.0	10.2	0.
		T	17.1	8.6	0.

Table 10-1 (continued)

	I/E[c]	Sample[d]	Per cent of practitioners[b] who...					%[e]
			A	D	?	R	T	
ople in situations don't seem to have ou do.	I	L	0.0	0.0	0.0	0.0	0.8	0.8
		A	0.0	0.0	0.0	0.7	0.7	1.5
		T	0.0	0.0	0.0	0.4	0.8	1.2
	E	L	13.3	0.8	0.8	3.3	2.5	20.8
		A	16.8	0.0	0.0	2.9	1.5	21.2
		T	15.2	0.4	0.4	3.1	1.9	21.0
	T	L	13.3	0.8	0.8	3.3	3.3	21.7
		A	16.8	0.0	0.0	3.6	2.2	22.6
		T	15.2	0.4	0.4	3.5	2.7	22.2
— a different ent complex of	I	L	3.3	2.5	2.5	0.8	0.0	9.2
		A	6.6	2.9	0.7	0.0	2.2	12.4
		T	5.1	2.7	1.6	0.4	1.2	10.9
	E	L	12.5	2.5	2.5	0.0	1.7	19.2
		A	16.1	1.5	1.5	4.4	0.7	24.1
		T	14.4	1.9	1.9	2.3	1.2	21.8
	T	L	15.0	4.2	3.3	0.8	1.7	25.0
		A	20.4	3.6	2.2	4.4	2.9	32.1
		T	17.9	3.9	2.7	2.7	2.3	28.8
what is troublesome	I	L	0.0	0.0	0.0	0.0	0.8	0.8
		A	0.7	1.5	0.0	0.0	0.0	2.2
		T	0.4	0.8	0.0	0.0	0.4	1.6
	E	L	15.0	6.7	0.0	0.8	0.8	23.3
		A	18.2	8.8	0.7	0.7	2.2	30.7
		T	16.7	7.8	0.4	0.8	1.6	27.2
	T	L	15.0	6.7	0.0	0.8	1.7	24.2
		A	19.0	10.2	0.7	0.7	2.2	32.8
		T	17.1	8.6	0.4	0.8	1.9	28.8

(continued)

Table 10-1 (continued)

TEXT	I/E[c]	Sample[d]	Per cent of pr	
			A	D
17) Only you can judge what will be helpful to you.	I	L	0.8	1.7
		A	0.7	0.0
		T	0.8	0.8
	E	L	16.7	16.7
		A	22.6	26.3
		T	19.8	21.8
	T	L	17.5	18.3
		A	23.4	26.3
		T	20.6	22.6
*PARAGRAPH AVERAGES[f]	I	L	0.7	1.1
		A	1.2	1.2
		T	1.0	1.2
	E	L	14.5	7.5
		A	18.8	10.3
		T	16.8	9.1
	T	L	23.0	1.3
		A	25.1	1.3
		T	24.1	1.3
**SECTION AVERAGES[f]	I	L	1.4	0.8
		A	1.8	0.8
		T	1.9	1.3
	E	L	17.9	3.2
		A	20.0	5.5
		T	19.1	4.9
	T	L	19.3	4.9
		A	21.5	6.1
		T	20.4	5.6

Table 10-1 (continued)

			Per cent of practitioners[b] who...					
	I/E[c]	Sample[d]	A	D	?	R	T	χ^e
what will be	I	L	0.8	1.7	0.0	0.0	0.0	2.5
		A	0.7	0.0	0.0	0.0	0.7	1.5
		T	0.8	0.8	0.0	0.0	0.4	1.9
	E	L	16.7	16.7	0.8	0.8	2.5	37.5
		A	22.6	26.3	1.5	0.7	5.8	56.9
		T	19.8	21.8	1.2	0.8	4.3	47.9
	T	L	17.5	18.3	0.8	0.8	2.5	40.0
		A	23.4	26.3	1.5	0.7	5.8	57.7
		T	20.6	22.6	1.2	0.8	4.3	49.4
	I	L	0.7	1.1	0.5	0.2	0.3	2.7
		A	1.2	1.2	0.1	0.3	0.7	4.0
		T	1.0	1.2	0.2	0.2	0.6	3.4
	E	L	14.5	7.5	3.0	1.8	2.4	24.5
		A	18.8	10.3	3.0	3.1	2.7	32.4
		T	16.8	9.1	3.3	2.5	2.6	28.7
	T	L	23.0	1.3	1.0	0.6	1.4	26.5
		A	25.1	1.3	0.9	2.5	3.3	35.3
		T	24.1	1.3	1.0	1.6	2.4	31.2
	I	L	1.4	0.8	0.6	0.1	0.4	3.3
		A	1.8	0.8	0.2	0.6	0.5	3.9
		T	1.9	1.3	0.4	0.4	0.4	3.6
	E	L	17.9	3.2	1.7	1.6	2.0	25.1
		A	20.0	5.5	1.8	3.5	3.3	34.2
		T	19.1	4.9	1.7	2.6	2.7	31.0
	T	L	19.3	4.9	2.2	1.7	2.3	30.4
		A	21.5	6.1	2.0	4.0	3.7	37.0
		T	20.4	5.6	2.1	2.5	3.0	33.9

(continued)

Table 10-1 (continued)

TEXT			Per cent of pr	
	I/E[c]	Sample[d]	A	D
18) WHAT KIND OF PROBLEM DO YOU HAVE?	I	L	0.0	0.0
		A	0.0	0.0
		T	0.0	0.0
	E	L	0.0	0.0
		A	0.0	0.0
		T	0.0	0.0
	T	L	0.0	0.0
		A	0.0	0.0
		T	0.0	0.0
19) Problems are bound into situations.	I	L	0.0	0.0
		A	0.0	0.0
		T	0.0	0.0
	E	L	7.5	2.5
		A	8.0	1.5
		T	7.8	1.9
	T	L	7.5	2.5
		A	8.0	1.5
		T	7.8	1.9
20) It may be helpful for you to think of a problem as something which stops you from progressing - from moving in the direction you desire.	I	L	4.2	2.5
		A	5.8	2.9
		T	5.1	2.7
	E	L	10.8	2.5
		A	14.6	2.2
		T	12.8	2.3
	T	L	14.2	5.0
		A	19.7	4.4
		T	17.1	4.7

Table 10-1 (continued)

	I/E[c]	Sample[d]	Per cent of practitioners[b] who...					%[e]
			A	D	?	R	T	
DO YOU HAVE?	I	L	0.0	0.0	0.0	0.0	0.0	0.0
		A	0.0	0.0	0.0	0.0	0.0	0.0
		T	0.0	0.0	0.0	0.0	0.0	0.0
	E	L	0.0	0.0	0.0	0.0	0.8	0.8
		A	0.0	0.0	0.0	0.0	0.7	0.7
		T	0.0	0.0	0.0	0.0	0.8	0.8
	T	L	0.0	0.0	0.0	0.0	0.8	0.8
		A	0.0	0.0	0.0	0.0	0.7	0.7
		T	0.0	0.0	0.0	0.0	0.8	0.8
to situations.	I	L	0.0	0.0	0.0	0.0	0.8	0.8
		A	0.0	0.0	0.0	0.0	0.7	0.7
		T	0.0	0.0	0.0	0.0	0.8	0.8
	E	L	7.5	2.5	5.0	3.3	2.5	20.8
		A	8.0	1.5	6.6	9.5	3.6	29.2
		T	7.8	1.9	5.8	6.6	3.1	25.3
	T	L	7.5	2.5	5.0	3.3	2.5	20.8
		A	8.0	1.5	6.6	9.5	4.4	29.2
		T	7.8	1.9	5.8	6.6	3.5	25.3
r you to think of ng which stops - from moving in sire.	I	L	4.2	2.5	0.0	1.7	1.7	10.0
		A	5.8	2.9	0.0	0.7	5.1	14.6
		T	5.1	2.7	0.0	1.2	3.5	12.5
	E	L	10.8	2.5	0.8	4.2	2.5	20.8
		A	14.6	2.2	0.7	4.4	5.8	27.7
		T	12.8	2.3	0.8	4.3	4.3	24.5
	T	L	14.2	5.0	0.8	5.8	4.2	30.0
		A	19.7	4.4	0.7	5.1	10.9	39.4
		T	17.1	4.7	0.8	5.4	7.8	35.0

(continued)

Table 10-1 (continued)

TEXT	I/E[c]	Sample[d]	Per cent of practiti		
			A	D	?
21) This is an unusual way of looking at problems.	I	L	0.8	0.8	2.5
		A	0.0	0.7	1.5
		T	0.4	0.8	1.9
	E	L	5.8	10.0	3.3
		A	5.1	13.1	2.2
		T	5.4	11.7	2.7
	T	L	6.7	10.8	5.8
		A	5.1	13.9	3.6
		T	5.8	12.5	4.7
22) Usually people ask you: "What kind of problem do you have?	I	L	0.8	0.0	0.0
		A	0.0	0.7	0.0
		T	0.4	0.4	0.0
	E	L	0.0	1.7	0.8
		A	5.1	1.5	0.0
		T	2.7	1.6	0.4
	T	L	0.8	1.7	0.8
		A	5.1	2.2	0.0
		T	3.1	1.9	0.4
23) A housing problem?	I	L	0.0	0.0	0.0
		A	0.0	0.0	0.0
		T	0.0	0.0	0.0
	E	L	0.0	0.0	0.0
		A	0.0	2.2	0.0
		T	0.0	1.2	0.0
	T	L	0.0	0.0	0.0
		A	0.0	2.2	0.0
		T	0.0	1.2	0.0

Table 10-1 (continued)

	I/E[c]	Sample[d]	Per cent of practitioners[b] who...					χ[e]
			A	D	?	R	T	
way of looking at	I	L	0.8	0.8	2.5	0.0	0.0	4.2
		A	0.0	0.7	1.5	0.7	0.0	2.9
		T	0.4	0.8	1.9	0.4	0.0	3.5
	E	L	5.8	10.0	3.3	2.5	2.5	24.2
		A	5.1	13.1	2.2	2.9	2.2	25.5
		T	5.4	11.7	2.7	2.7	2.3	24.9
	T	L	6.7	10.8	5.8	2.5	2.5	28.3
		A	5.1	13.9	3.6	3.6	2.2	28.5
		T	5.8	12.5	4.7	3.1	2.3	28.4
you: "What kind have?	I	L	0.8	0.0	0.0	0.0	0.8	4.2
		A	0.0	0.7	0.0	0.0	0.7	1.5
		T	0.4	0.4	0.0	0.0	0.8	1.6
	E	L	0.0	1.7	0.8	0.0	0.0	2.5
		A	5.1	1.5	0.0	0.7	1.5	8.8
		T	2.7	1.6	0.4	0.4	0.8	5.8
	T	L	0.8	1.7	0.8	0.0	0.8	4.2
		A	5.1	2.2	0.0	0.7	2.2	10.2
		T	3.1	1.9	0.4	0.4	1.6	7.4
	I	L	0.0	0.0	0.0	0.0	0.0	0.0
		A	0.0	0.0	0.0	0.0	0.0	0.0
		T	0.0	0.0	0.0	0.0	0.0	0.0
	E	L	0.0	0.0	0.0	0.0	0.0	0.0
		A	0.0	2.2	0.0	0.0	0.7	2.9
		T	0.0	1.2	0.0	0.0	0.4	1.6
	T	L	0.0	0.0	0.0	0.0	0.0	0.0
		A	0.0	2.2	0.0	0.0	0.7	2.9
		T	0.0	1.2	0.0	0.0	0.4	1.6

(continued)

Table 10-1 (continued)

TEXT			Per cent of practitio		
	I/E[c]	Sample[d]	A	D	?
24) A family problem?	I	L	0.0	0.0	0.0
		A	0.0	0.0	0.0
		T	0.0	0.0	0.0
	E	L	0.0	0.0	0.0
		A	0.0	1.5	0.7
		T	0.0	0.8	0.4
	T	L	0.0	0.0	0.0
		A	0.0	1.5	0.7
		T	0.0	0.8	0.4
25) A consumer problem?"	I	L	0.0	0.0	0.0
		A	0.0	0.0	0.0
		T	0.0	0.0	0.0
	E	L	0.0	0.8	0.0
		A	4.4	2.2	0.0
		T	2.3	1.6	0.0
	T	L	0.0	0.8	0.0
		A	4.4	2.2	0.0
		T	2.3	1.6	0.0
26) These questions emphasize the topic of the problem.	I	L	0.0	0.0	0.8
		A	0.0	0.0	0.0
		T	0.0	0.0	0.4
	E	L	5.8	0.8	0.0
		A	9.5	2.2	2.2
		T	7.8	1.6	1.2
	T	L	5.8	0.8	0.8
		A	9.5	2.2	2.2
		T	7.8	1.6	1.6

Table 10-1 (continued)

	I/E[c]	Sample[d]	Per cent of practitioners[b] who...					%[e]
			A	D	?	R	T	
	I	L	0.0	0.0	0.0	0.0	0.0	0.0
		A	0.0	0.0	0.0	0.0	0.0	0.0
		T	0.0	0.0	0.0	0.0	0.0	0.0
	E	L	0.0	0.0	0.0	0.0	0.0	0.0
		A	0.0	1.5	0.7	0.0	1.5	3.6
		T	0.0	0.8	0.4	0.0	0.8	1.9
	T	L	0.0	0.0	0.0	0.0	0.0	0.0
		A	0.0	1.5	0.7	0.0	1.5	3.6
		T	0.0	0.8	0.4	0.0	0.8	1.9
	I	L	0.0	0.0	0.0	0.0	0.0	0.0
		A	0.0	0.0	0.0	0.0	0.0	0.0
		T	0.0	0.0	0.0	0.0	0.0	0.0
	E	L	0.0	0.8	0.0	0.8	0.8	2.5
		A	4.4	2.2	0.0	2.2	1.5	10.2
		T	2.3	1.6	0.0	1.6	1.2	6.6
	T	L	0.0	0.8	0.0	0.8	0.8	2.5
		A	4.4	2.2	0.0	2.2	1.5	10.2
		T	2.3	1.6	0.0	1.6	1.2	6.6
hasize the topic	I	L	0.0	0.0	0.8	0.0	0.0	0.8
		A	0.0	0.0	0.0	0.7	0.0	0.7
		T	0.0	0.0	0.4	0.4	0.0	0.8
	E	L	5.8	0.8	0.0	0.8	1.7	9.2
		A	9.5	2.2	2.2	0.7	1.5	16.1
		T	7.8	1.6	1.2	0.8	1.6	12.8
	T	L	5.8	0.8	0.8	0.8	1.7	10.0
		A	9.5	2.2	2.2	1.5	1.5	16.1
		T	7.8	1.6	1.6	1.2	1.6	13.2

(continued)

Table 10-1 (continued)

TEXT	I/E[c]	Sample[d]	Per cent of prac		
			A	D	?
27) Concentrating on the topic of the problem is useful in some ways.	I	L	1.7	0.8	0.
		A	0.7	0.0	0.
		T	1.2	0.4	0.
	E	L	10.0	0.8	0.
		A	10.9	2.9	0.
		T	10.5	1.9	0.
	T	L	11.7	1.7	0.
		A	11.7	2.9	0.
		T	11.7	2.3	0.
28) For example, libraries and Yellow Pages are organized this way.	I	L	0.0	0.8	0.
		A	0.0	0.0	0.
		T	0.0	0.4	0.
	E	L	5.8	0.8	2.
		A	2.9	0.7	0.
		T	4.3	0.8	1.
	T	L	5.8	1.7	2.
		A	2.9	0.7	0.
		T	4.3	1.2	1.
29) So, if you want a book that deals with your situation or if you want to contact an expert, you need to focus on the topic of your problem.	I	L	0.8	0.8	0.
		A	0.7	0.0	0.
		T	0.8	0.4	0.
	E	L	11.7	0.0	0.
		A	10.9	2.2	2.
		T	11.3	1.2	1.
	T	L	12.5	0.8	0.
		A	11.7	2.2	2.
		T	12.1	1.6	1.

Table 10-1 (continued)

	I/E[c]	Sample[d]	Per cent of practitioners[b] who... A	D	?	R	T	Σ[e]
the topic of the in some ways.	I	L	1.7	0.8	0.0	0.0	0.0	2.5
		A	0.7	0.0	0.0	0.7	0.0	1.5
		T	1.2	0.4	0.0	0.4	0.0	1.9
	E	L	10.0	0.8	0.0	1.7	0.8	13.3
		A	10.9	2.9	0.0	1.5	2.2	17.5
		T	10.5	1.9	0.0	1.6	1.6	15.6
	T	L	11.7	1.7	0.0	1.7	0.8	15.8
		A	11.7	2.9	0.0	2.2	2.2	19.0
		T	11.7	2.3	0.0	1.9	1.6	17.5
aries and Yellow ed this way.	I	L	0.0	0.8	0.0	0.0	0.8	1.7
		A	0.0	0.0	0.0	0.0	0.7	0.7
		T	0.0	0.4	0.0	0.0	0.8	1.2
	E	L	5.8	0.8	2.5	1.7	2.5	13.3
		A	2.9	0.7	0.7	2.2	2.2	8.8
		T	4.3	0.8	1.6	1.9	2.3	10.9
	T	L	5.8	1.7	2.5	1.7	3.3	14.2
		A	2.9	0.7	0.7	2.2	2.9	9.5
		T	4.3	1.2	1.6	1.9	3.1	11.7
book that deals with if you want to you need to focus ur problem.	I	L	0.8	0.8	0.0	0.0	1.7	3.3
		A	0.7	0.0	0.0	0.0	0.7	1.5
		T	0.8	0.4	0.0	0.0	1.2	2.3
	E	L	11.7	0.0	0.0	2.5	0.8	15.0
		A	10.9	2.2	2.2	4.4	0.0	19.7
		T	11.3	1.2	1.2	3.5	0.4	17.5
	T	L	12.5	0.8	0.0	2.5	2.5	18.3
		A	11.7	2.2	2.2	4.4	0.7	20.4
		T	12.1	1.6	1.2	3.5	1.6	19.5

(continued)

Table 10-1 (continued)

TEXT	I/E[c]	Sample[d]	Per cent of prac		
			A	D	?
30) The topic, however, has little to do with why you have a problem.	I	L	0.0	2.5	0.
		A	0.7	0.7	0.
		T	0.4	1.6	0.
	E	L	6.7	10.8	6.
		A	21.9	7.3	10.
		T	14.8	8.9	8.
	T	L	6.7	13.1	7.
		A	22.6	8.0	10.
		T	15.2	10.5	8.
*PARAGRAPH AVERAGES[f]	I	L	0.6	0.6	0.
		A	0.6	0.4	0.
		T	0.6	0.5	0.
	E	L	4.9	2.4	1.
		A	6.3	3.8	1.
		T	6.1	2.7	1.
	T	L	5.5	3.0	1.
		A	7.7	3.4	2.
		T	7.7	4.2	1.
31) You have a problem because for some reason you can't keep moving in a straight path.	I	L	0.0	2.5	0.
		A	0.0	0.7	0.
		T	0.0	1.6	0.
	E	L	2.5	14.2	8.
		A	10.2	16.8	6.
		T	6.6	15.6	7.
	T	L	2.5	16.7	8.
		A	10.2	17.5	6.
		T	6.6	17.1	7.

Table 10-1 (continued)

	I/E[c]	Sample[d]	Per cent of practitioners[b] who...					%[e]
			A	D	?	R	T	
, has little to do problem.	I	L	0.0	2.5	0.8	0.8	1.7	5.8
		A	0.7	0.7	0.0	0.7	0.7	2.9
		T	0.4	1.6	0.4	0.8	1.2	4.3
	E	L	6.7	10.8	6.7	10.0	11.7	45.8
		A	21.9	7.3	10.2	7.3	10.9	57.7
		T	14.8	8.9	8.6	8.6	11.3	52.1
	T	L	6.7	13.1	7.5	10.8	13.3	50.8
		A	22.6	8.0	10.2	8.0	11.7	59.9
		T	15.2	10.5	8.9	9.3	12.5	55.6
f	I	L	0.6	0.6	0.3	0.2	0.6	2.6
		A	0.6	0.4	0.1	0.3	0.7	2.1
		T	0.6	0.5	0.2	0.2	0.6	2.2
	E	L	4.9	2.4	1.5	2.1	2.0	12.9
		A	6.3	3.8	1.7	2.6	2.2	17.6
		T	6.1	2.7	1.7	2.5	2.4	15.4
	T	L	5.5	3.0	1.8	2.3	2.5	15.0
		A	7.7	3.4	2.1	3.0	3.3	19.2
		T	7.7	4.2	1.9	2.7	3.0	17.3
because for some keep moving in a	I	L	0.0	2.5	0.0	0.0	0.0	2.5
		A	0.0	0.7	0.0	2.2	0.0	2.9
		T	0.0	1.6	0.0	1.2	0.0	2.7
	E	L	2.5	14.2	8.3	2.5	5.0	32.5
		A	10.2	16.8	6.6	5.1	5.8	57.7
		T	6.6	15.6	7.4	3.9	5.4	38.9
	T	L	2.5	16.7	8.3	2.5	5.0	35.0
		A	10.2	17.5	6.6	7.3	5.8	46.0
		T	6.6	17.1	7.4	5.1	5.4	40.9

(continued)

Table 10-1 (continued)

TEXT	I/E[c]	Sample[d]	Per cent of prac		
			A	D	?
32) This inability to move in a straight path may take on several forms.	I	L	0.0	0.0	0.
		A	0.0	0.7	0.
		T	0.0	0.4	0.
	E	L	1.7	0.0	1.
		A	5.8	2.2	1.
		T	3.9	1.2	1.
	T	L	1.7	0.0	1.
		A	5.8	2.2	1.
		T	3.9	1.2	1.
33) You may have too many paths that you can take and need to choose among them.	I	L	0.0	0.0	0.
		A	0.7	0.0	0.
		T	0.4	0.0	0.
	E	L	8.3	1.7	0.
		A	13.9	2.2	0.
		T	11.3	1.9	0.
	T	L	8.3	1.7	0.
		A	14.6	2.2	0.
		T	11.7	1.9	0.
34) This is a common kind of problem, often called a decision.	I	L	0.0	0.0	0.
		A	0.7	0.0	0.
		T	0.4	0.0	0.
	E	L	8.3	0.8	0.
		A	10.9	0.0	1.
		T	9.7	0.4	1.
	T	L	8.1	0.8	0.
		A	10.9	0.0	1.
		T	9.7	0.4	1.

Table 10-1 (continued)

	I/E[c]	Sample[d]	Per cent of practitioners[b] who...					Σ[e]
			A	D	?	R	T	
in a straight ral forms.	I	L	0.0	0.0	0.0	0.0	0.0	0.0
		A	0.0	0.7	0.0	0.7	0.0	1.5
		T	0.0	0.4	0.0	0.4	0.0	0.8
	E	L	1.7	0.0	1.7	0.0	1.7	5.0
		A	5.8	2.2	1.5	0.7	0.7	10.9
		T	3.9	1.2	1.6	0.4	1.2	8.2
	T	L	1.7	0.0	1.7	0.0	1.7	5.0
		A	5.8	2.2	1.5	1.5	0.7	11.7
		T	3.9	1.2	1.6	0.8	1.2	8.6
paths that you hoose among	I	L	0.0	0.0	0.0	0.0	0.0	0.0
		A	0.7	0.0	0.0	0.0	0.0	0.7
		T	0.4	0.0	0.0	0.0	0.0	0.4
	E	L	8.3	1.7	0.8	1.7	1.7	14.2
		A	13.9	2.2	0.7	0.7	2.9	20.4
		T	11.3	1.9	0.8	1.2	2.3	17.5
	T	L	8.3	1.7	0.8	1.7	1.7	14.2
		A	14.6	2.2	0.7	0.7	2.9	21.2
		T	11.7	1.9	0.8	1.2	2.3	17.9
of problem, n.	I	L	0.0	0.0	0.0	0.0	0.0	0.0
		A	0.7	0.0	0.0	0.0	0.0	0.7
		T	0.4	0.0	0.0	0.0	0.0	0.4
	E	L	8.3	0.8	0.8	2.5	0.8	13.3
		A	10.9	0.0	1.5	2.9	2.9	18.2
		T	9.7	0.4	1.2	2.7	1.9	16.0
	T	L	8.1	0.8	0.8	2.5	0.8	13.3
		A	10.9	0.0	1.5	2.9	2.9	18.2
		T	9.7	0.4	1.2	2.7	1.9	16.0

(continued)

Table 10-1 (continued)

TEXT	I/E[c]	Sample[d]	Per cent of pr	
			A	D
35) Or, it may be that you haven't any paths — things are out of control.	I	L	0.0	1.7
		A	1.5	3.6
		T	0.8	2.7
	E	L	5.0	2.5
		A	10.9	4.4
		T	8.2	3.5
	T	L	5.0	4.2
		A	11.7	7.3
		T	8.6	5.8
36) There doesn't seem to be any way you can predict what's going to happen and you are worried.	I	L	0.0	1.7
		A	0.0	0.0
		T	0.0	0.8
	E	L	4.2	3.3
		A	8.8	2.2
		T	6.6	2.7
	T	L	4.2	5.0
		A	8.8	2.2
		T	6.6	3.5
37) Or, it may be that you know what path you want to take, what you want to do, but something is blocking your way.	I	L	0.8	0.0
		A	1.5	0.0
		T	1.2	0.0
	E	L	13.3	0.8
		A	24.8	1.5
		T	19.5	1.2
	T	L	14.2	0.8
		A	24.8	1.5
		T	19.8	1.2

Table 10-1 (continued)

	I/E[c]	Sample[d]	Per cent of practitioners[b] who...					%[e]
			A	D	?	R	T	
u haven't any ut of control.	I	L	0.0	1.7	0.0	0.0	0.0	1.7
		A	1.5	3.6	0.0	0.0	0.7	5.8
		T	0.8	2.7	0.0	0.0	0.4	3.9
	E	L	5.0	2.5	1.7	0.8	1.7	11.7
		A	10.9	4.4	2.2	0.7	3.6	21.9
		T	8.2	3.5	1.9	0.8	2.7	17.1
	T	L	5.0	4.2	1.7	0.8	1.7	13.1
		A	11.7	7.3	2.2	0.7	4.4	26.3
		T	8.6	5.8	1.9	0.8	3.1	20.2
be any way you ing to happen	I	L	0.0	1.7	0.0	0.0	0.0	1.7
		A	0.0	0.0	0.0	0.0	0.0	0.0
		T	0.0	0.8	0.0	0.0	0.0	0.8
	E	L	4.2	3.3	0.8	0.0	2.5	10.8
		A	8.8	2.2	0.7	1.5	2.9	16.1
		T	6.6	2.7	0.8	0.8	2.7	13.6
	T	L	4.2	5.0	0.8	0.0	2.5	12.5
		A	8.8	2.2	0.7	1.5	2.9	16.1
		T	6.6	3.5	0.8	0.8	2.7	20.2
ou know what , what you want is blocking	I	L	0.8	0.0	0.0	0.0	0.0	0.8
		A	1.5	0.0	0.0	0.0	0.0	1.5
		T	1.2	0.0	0.0	0.0	0.0	1.2
	E	L	13.3	0.8	1.7	4.2	0.8	20.8
		A	24.8	1.5	0.7	3.6	3.6	34.3
		T	19.5	1.2	1.2	3.9	2.3	28.0
	T	L	14.2	0.8	1.7	4.2	0.8	21.7
		A	24.8	1.5	0.7	3.6	3.6	34.3
		T	19.8	1.2	1.2	3.9	2.3	28.4

(continued)

Table 10-1 (continued)

TEXT	I/E[c]	Sample[d]	Per cent of practi		
			A	D	?
*PARAGRAPH AVERAGES[f]	I	L	0.5	1.3	0.4
		A	0.6	0.7	0.0
		T	0.4	0.8	0.0
	E	L	6.2	3.3	2.3
		A	12.2	4.2	2.0
		T	9.4	3.8	2.1
	T	L	6.3	4.2	2.3
		A	12.4	4.7	2.0
		T	9.6	4.4	2.1
38) You may be in a situation where you feel there is nothing you can do and you will have to be satisfied with the way things turn out.	I	L	0.8	0.8	0.0
		A	0.0	0.0	0.0
		T	0.4	0.4	0.0
	E	L	10.8	7.5	0.0
		A	13.1	8.8	0.7
		T	12.1	8.2	0.4
	T	L	11.7	8.3	0.0
		A	13.1	8.8	4.4
		T	12.5	8.6	0.4
39) Or, you may be in a situation where you want to get informed about something — you want facts, details, understanding, a new way of thinking.	I	L	1.7	0.0	0.0
		A	5.1	0.0	0.0
		T	3.5	0.0	0.0
	E	L	10.8	0.0	0.0
		A	15.3	0.0	0.7
		T	13.2	0.0	0.4
	T	L	11.7	0.0	0.0
		A	18.2	0.0	0.7
		T	15.2	0.0	0.4

Table 10-1 (continued)

			Per cent of practitioners[b] who...					Σ[e]
	I/E[c]	Sample[d]	A	D	?	R	T	
	I	L	0.5	1.3	0.4	0.4	0.4	1.4
		A	0.6	0.7	0.0	0.4	0.1	1.9
		T	0.4	0.8	0.0	0.2	0.1	1.5
	E	L	6.2	3.3	2.3	1.7	2.0	15.5
		A	12.2	4.2	2.0	2.2	3.2	25.6
		T	9.4	3.8	2.1	2.0	2.6	19.9
	T	L	6.3	4.2	2.3	1.7	2.0	16.4
		A	12.4	4.7	2.0	2.6	3.3	24.8
		T	9.6	4.4	2.1	2.1	2.7	21.7
ation where you g you can do and satisfied with out.	I	L	0.8	0.8	0.0	0.0	0.0	1.7
		A	0.0	0.0	0.0	0.0	0.0	0.0
		T	0.4	0.4	0.0	0.0	0.0	0.8
	E	L	10.8	7.5	0.0	3.3	1.7	23.3
		A	13.1	8.8	0.7	4.4	3.6	30.7
		T	12.1	8.2	0.4	3.9	2.7	27.2
	T	L	11.7	8.3	0.0	3.3	1.7	25.0
		A	13.1	8.8	4.4	4.4	3.6	30.7
		T	12.5	8.6	0.4	3.9	2.7	28.0
situation where rmed about t facts, details, way of thinking.	I	L	1.7	0.0	0.0	0.0	0.8	2.5
		A	5.1	0.0	0.0	0.7	0.0	5.8
		T	3.5	0.0	0.0	0.4	0.4	4.3
	E	L	10.8	0.0	0.0	0.0	0.8	11.7
		A	15.3	0.0	0.7	0.7	0.7	17.5
		T	13.2	0.0	0.4	0.4	0.8	14.8
	T	L	11.7	0.0	0.0	0.0	1.7	13.3
		A	18.2	0.0	0.7	1.5	0.7	21.2
		T	15.2	0.0	0.4	0.8	1.2	17.5

(continued)

Table 10-1 (continued)

TEXT	I/E[c]	Sample[d]	Per cent of practiti		
			A	D	?
40) Sometimes you may find yourself in more than one of these types of situations at one time.	I	L	0.0	0.0	0.0
		A	1.5	0.0	0.0
		T	0.8	0.0	0.0
	E	L	9.2	0.0	0.8
		A	19.7	0.7	2.2
		T	14.8	0.4	1.6
	T	L	9.2	0.0	0.8
		A	21.2	0.7	2.2
		T	15.6	0.4	1.6
41) Or, you may find yourself moving from one to another.	I	L	0.0	0.0	0.0
		A	0.0	0.0	0.0
		T	0.0	0.0	0.0
	E	L	8.[illegible]	0.0	1.7
		A	16.1	0.7	4.4
		T	12.5	0.4	3.1
	T	L	8.3	0.0	1.7
		A	16.1	0.7	4.4
		T	12.5	0.4	3.1
*PARAGRAPH AVERAGES[f]	I	L	1.4	0.9	0.7
		A	1.6	0.0	0.0
		T	1.2	0.1	0.0
	E	L	9.8	1.9	0.6
		A	16.0	2.5	2.0
		T	14.7	2.3	1.5
	T	L	10.2	2.1	0.6
		A	17.1	2.5	2.9
		T	13.9	2.3	0.7

Table 10-1 (continued)

	I/E[c]	Sample[d]	Per cent of practitioners[b] who...					Σ[e]
			A	D	?	R	T	
yourself in	I	L	0.0	0.0	0.0	0.0	0.0	0.0
types of		A	1.5	0.0	0.0	0.0	0.0	1.5
.		T	0.8	0.0	0.0	0.0	0.0	0.8
	E	L	9.2	0.0	0.8	0.0	1.7	11.7
		A	19.7	0.7	2.2	0.7	0.7	24.1
		T	14.8	0.4	1.6	0.4	1.2	18.3
	T	L	9.2	0.0	0.8	0.0	1.7	11.7
		A	21.2	0.7	2.2	0.7	0.7	25.5
		T	15.6	0.4	1.6	0.4	1.2	19.1
elf moving from	I	L	0.0	0.0	0.0	0.0	0.0	0.0
		A	0.0	0.0	0.0	0.0	0.0	0.0
		T	0.0	0.0	0.0	0.0	0.0	0.0
	E	L	8.3	0.0	1.7	3.3	0.8	14.2
		A	16.1	0.7	4.4	3.6	2.2	27.0
		T	12.5	0.4	3.1	3.5	1.6	21.0
	T	L	8.3	0.0	1.7	3.3	0.8	14.2
		A	16.1	0.7	4.4	3.6	2.2	27.0
		T	12.5	0.4	3.1	3.5	1.6	21.0
	I	L	1.4	0.9	0.7	0.7	0.9	1.8
		A	1.6	0.0	0.0	0.2	0.0	1.8
		T	1.2	0.1	0.0	0.1	0.1	1.5
	E	L	9.8	1.9	0.6	1.6	1.2	15.2
		A	16.0	2.5	2.0	2.3	1.8	24.8
		T	14.7	2.3	1.5	2.1	1.4	22.1
	T	L	10.2	2.1	0.6	1.6	1.5	16.0
		A	17.1	2.5	2.9	2.5	1.8	26.1
		T	13.9	2.3	0.7	2.2	1.7	21.4

(continued)

Table 10-1 (continued)

TEXT	I/E[c]	Sample[d]	Per cent of p	
			A	D
42) What's important about these descriptions of different kinds of problems is that they are different ways of looking at situations.	I	L	0.8	0.0
		A	0.7	0.0
		T	0.8	0.0
	E	L	17.5	0.0
		A	16.1	0.0
		T	16.7	0.0
	T	L	18.3	0.0
		A	16.8	0.0
		T	17.5	0.0
43) Many experts tell you that you should look at your situation as a decision.	I	L	0.0	0.0
		A	0.0	0.0
		T	0.0	0.0
	E	L	2.5	6.7
		A	4.4	8.0
		T	3.5	7.4
	T	L	2.5	6.7
		A	4.4	8.0
		T	3.5	7.4
44) But the descriptions above suggest other ways.	I	L	0.0	0.8
		A	0.0	0.0
		T	0.0	0.4
	E	L	0.8	0.0
		A	2.9	1.5
		T	1.9	0.8
	T	L	0.8	0.8
		A	2.9	1.5
		T	1.9	1.2

Table 10-1 (continued)

	I/E[c]	Sample[d]	Per cent of practitioners[b] who...					χ[e]
			A	D	?	R	T	
t these rent kinds of are different tuations.	I	L	0.8	0.0	0.0	0.0	0.0	0.8
		A	0.7	0.0	0.7	1.5	0.0	2.9
		T	0.8	0.0	0.4	0.8	0.0	1.9
	E	L	17.5	0.0	2.5	3.3	0.8	24.2
		A	16.1	0.0	1.5	7.3	2.9	27.7
		T	16.7	0.0	1.9	5.4	1.9	26.1
	T	L	18.3	0.0	2.5	3.3	0.8	25.0
		A	16.8	0.0	2.2	8.8	2.9	29.9
		T	17.5	0.0	2.3	6.2	1.9	27.6
that you should n as a decision.	I	L	0.0	0.0	0.8	0.0	0.0	0.8
		A	0.0	0.0	0.7	0.0	0.0	0.7
		T	0.0	0.0	0.8	0.0	0.0	0.8
	E	L	2.5	6.7	13.3	5.0	4.2	31.7
		A	4.4	8.0	10.9	4.4	5.1	32.8
		T	3.5	7.4	12.1	4.7	4.7	32.3
	T	L	2.5	6.7	14.2	5.0	4.2	32.5
		A	4.4	8.0	11.7	4.4	5.1	33.6
		T	3.5	7.4	12.8	4.7	4.7	33.1
above suggest	I	L	0.0	0.8	0.0	0.0	0.0	0.8
		A	0.0	0.0	0.7	0.0	0.0	0.7
		T	0.0	0.4	0.4	0.0	0.0	0.8
	E	L	0.8	0.0	2.5	0.8	0.0	4.2
		A	2.9	1.5	5.1	0.7	1.5	11.7
		T	1.9	0.8	3.9	0.8	0.8	8.2
	T	L	0.8	0.8	2.5	0.8	0.0	5.0
		A	2.9	1.5	5.8	0.7	1.5	11.7
		T	1.9	1.2	4.3	0.8	0.8	8.6

(continued)

Table 10-1 (continued)

TEXT			Per cent of pr	
	I/E[c]	Sample[d]	A	D
45) One helpful thing you can do is to try to change your way of looking at your situation.	I	L	0.0	0.0
		A	0.0	0.0
		T	0.0	0.0
	E	L	22.5	1.7
		A	29.2	2.9
		T	26.1	2.3
	T	L	22.5	1.7
		A	29.2	2.9
		T	26.1	2.3
*PARAGRAPH AVERAGES[f]	I	L	0.2	0.2
		A	0.2	0.0
		T	0.2	0.1
	E	L	10.8	2.1
		A	13.1	3.1
		T	12.0	2.6
	T	L	11.0	2.3
		A	13.3	3.1
		T	12.2	2.7
46) It's also important to emphasize that not all problems have solutions.	I	L	1.7	0.8
		A	0.0	0.0
		T	0.8	0.4
	E	L	34.2	4.2
		A	32.8	12.4
		T	33.5	8.6
	T	L	35.8	5.0
		A	32.8	12.4
		T	34.2	8.9

Table 10-1 (continued)

	I/E[c]	Sample[d]	Per cent of practitioners[b] who...					%[e]
			A	D	?	R	T	
can do is to	I	L	0.0	0.0	0.0	0.0	0.0	0.0
of looking at		A	0.0	0.0	0.0	0.0	0.0	0.0
		T	0.0	0.0	0.0	0.0	0.0	0.0
	E	L	22.5	1.7	1.7	4.2	5.0	35.0
		A	29.2	2.9	4.4	5.1	10.2	51.8
		T	26.1	2.3	3.1	4.7	7.8	44.0
	T	L	22.5	1.7	1.7	4.2	5.0	35.0
		A	29.2	2.9	4.4	5.1	10.2	51.8
		T	26.1	2.3	3.1	4.7	7.8	44.0
	I	L	0.2	0.2	0.2	0.0	0.0	0.6
		A	0.2	0.0	0.5	0.4	0.0	1.1
		T	0.2	0.1	0.4	0.2	0.0	0.9
	E	L	10.8	2.1	5.0	3.3	2.5	23.8
		A	13.1	3.1	5.5	4.4	4.9	30.7
		T	12.0	2.6	5.2	3.9	3.8	27.6
	T	L	11.0	2.3	5.2	3.3	2.5	24.4
		A	13.3	3.1	6.0	4.7	4.9	31.7
		T	12.2	2.7	5.6	4.1	3.8	28.3
emphasize that	I	L	1.7	0.8	0.0	0.0	0.0	2.5
solutions.		A	0.0	0.0	0.0	0.7	0.0	0.7
		T	0.8	0.4	0.0	0.4	0.0	1.6
	E	L	34.2	4.2	0.8	0.0	5.0	44.2
		A	32.8	12.4	0.0	2.2	3.6	51.1
		T	33.5	8.6	0.4	1.2	4.3	47.9
	T	L	35.8	5.0	0.8	0.0	5.0	46.7
		A	32.8	12.4	0.0	2.9	3.6	51.8
		T	34.2	8.9	0.4	1.6	4.3	49.4

(continued)

Table 10-1 (continued)

TEXT	I/E[c]	Sample[d]	Per cent	
			A	D
47) Looking at problems that way may just make you unnecessarily upset.	I	L	0.0	0.0
		A	0.0	0.0
		T	0.0	0.0
	E	L	3.3	6.7
		A	8.0	5.1
		T	5.8	5.8
	T	L	3.3	6.7
		A	8.0	5.1
		T	5.8	5.8
48) There are situations which you may see as completely unsolvable.	I	L	0.0	0.0
		A	0.0	0.0
		T	0.0	0.0
	E	L	5.8	3.3
		A	9.5	5.1
		T	7.8	4.3
	T	L	5.8	3.3
		A	9.5	5.1
		T	7.8	4.3
49) This doesn't mean, however, that you can't do anything.	I	L	0.8	0.0
		A	0.0	0.0
		T	0.4	0.0
	E	L	10.0	0.8
		A	20.4	0.7
		T	15.6	0.8
	T	L	10.8	0.8
		A	20.4	0.7
		T	16.0	0.8

Table 10-1 (continued)

	I/E[c]	Sample[d]	[f] Per cent of practitioners[h] who...					χ[e]
			A	D	?	R	T	
ems that way may just sarily upset.	I	L	0.0	0.0	0.0	0.0	0.0	0.0
		A	0.0	0.0	0.0	0.7	0.0	0.7
		T	0.0	0.0	0.0	0.4	0.0	0.4
	E	L	3.3	6.7	1.7	1.7	0.0	13.3
		A	8.0	5.1	6.6	2.2	1.5	23.4
		T	5.8	5.8	4.3	1.9	0.8	18.7
	T	L	3.3	6.7	1.7	1.7	0.0	13.3
		A	8.0	5.1	6.6	2.9	1.5	24.1
		T	5.8	5.8	4.3	2.3	0.8	19.1
ions which you may see solvable.	I	L	0.0	0.0	0.0	0.0	0.0	0.0
		A	0.0	0.0	0.0	0.0	0.0	0.0
		T	0.0	0.0	0.0	0.0	0.0	0.0
	E	L	5.8	3.3	0.0	0.0	1.7	10.8
		A	9.5	5.1	1.5	0.7	0.7	17.5
		T	7.8	4.3	0.8	0.4	1.2	14.4
	T	L	5.8	3.3	0.0	0.0	1.7	10.8
		A	9.5	5.1	1.5	0.7	0.7	17.5
		T	7.8	4.3	0.8	0.4	1.2	14.4
n, however, that you g.	I	L	0.8	0.0	0.0	0.0	0.0	0.8
		A	0.0	0.0	0.0	0.0	0.0	0.0
		T	0.4	0.0	0.0	0.0	0.0	0.4
	E	L	10.0	0.8	0.8	1.7	0.0	13.3
		A	20.4	0.7	0.0	1.5	0.7	23.4
		T	15.6	0.8	0.4	1.6	0.4	18.7
	T	L	10.8	0.8	0.8	1.7	0.0	14.2
		A	20.4	0.7	0.0	1.5	0.7	23.4
		T	16.0	0.8	0.4	1.6	0.4	19.1

(continued)

Table 10-1 (continued)

TEXT			Per cent	
	I/E[c]	Sample[d]	A	D
50) There are many things you can do.	I	L	0.0	0.
		A	0.0	0.
		T	0.0	0.
	E	L	6.7	0.
		A	10.9	0.
		T	8.9	0.
	T	L	6.7	0.
		A	10.9	0.
		T	8.9	0.
51) Some possibilities are outlined below.	I	L	0.8	0.
		A	0.0	0.
		T	0.4	0.
	E	L	1.7	0.
		A	3.6	0.
		T	2.7	0.
	T	L	2.5	0.
		A	3.6	0.
		T	3.1	0.
*PARAGRAPH AVERAGES[f]	I	L	0.5	0.
		A	0.0	0.
		T	0.3	0.
	E	L	10.3	2.
		A	14.2	3.
		T	12.4	3.
	T	L	10.8	2.
		A	14.2	3.
		T	12.6	3.

Table 10-1 (continued)

	I/E^{c}	Sample^{d}	Per cent of practitioners^{b} who.. A	D	?	R	T	%^{e}
hings you can do.	I	L	0.0	0.0	0.0	0.0	0.0	0.0
		A	0.0	0.0	0.0	0.0	0.0	0.0
		T	0.0	0.0	0.0	0.0	0.0	0.0
	E	L	6.7	0.0	1.7	0.0	0.0	8.3
		A	10.9	0.0	0.7	1.5	1.5	14.6
		T	8.9	0.0	1.2	0.8	0.8	11.7
	T	L	6.7	0.0	1.7	0.0	0.0	8.3
		A	10.9	0.0	0.7	1.5	1.5	14.6
		T	8.9	0.0	1.2	0.8	0.8	11.7
es are outlined	I	L	0.8	0.0	0.0	0.0	0.0	0.8
		A	0.0	0.0	0.0	0.7	0.0	0.7
		T	0.4	0.0	0.0	0.4	0.0	0.8
	E	L	1.7	0.0	0.0	0.8	0.0	2.5
		A	3.6	0.0	0.0	2.2	0.0	5.8
		T	2.7	0.0	0.0	1.6	0.0	4.3
	T	L	2.5	0.0	0.0	0.8	0.0	3.3
		A	3.6	0.0	0.0	2.9	0.0	6.6
		T	3.1	0.0	0.0	1.9	0.0	5.1
ES^{f}	I	L	0.5	0.1	0.0	0.0	0.0	0.7
		A	0.0	0.0	0.0	0.3	0.0	0.3
		T	0.3	0.1	0.0	0.2	0.0	0.5
	E	L	10.3	2.5	0.8	0.7	1.1	15.4
		A	14.2	3.9	1.5	1.7	1.3	22.6
		T	12.4	3.2	1.2	1.2	1.2	19.3
	T	L	10.8	2.6	0.8	0.7	1.1	16.1
		A	14.2	3.9	1.5	2.1	1.3	23.0
		T	12.6	3.3	1.1	1.4	2.1	19.8

(continued)

Table 10-1 (continued)

TEXT	I/E[c]	Sample[d]	Per cent of pra		
			A	D	?
**SECTION AVERAGES[f]	I	L	0.6	0.6	0
		A	0.6	0.2	0
		T	0.5	0.3	0
	E	L	8.4	2.4	2.
		A	12.4	3.5	2.
		T	10.9	2.9	2.
	T	L	8.8	2.8	2.
		A	12.9	3.5	2.
		T	11.2	3.4	2.
52) A SOLUTION ISN'T THE ONLY KIND OF RESOLUTION	I	L	0.0	0.0	0.
		A	0.0	0.0	0.
		T	0.0	0.0	0.
	E	L	0.0	0.0	0.
		A	0.7	0.0	0.
		T	0.4	0.0	0.
	T	L	0.0	0.0	0.
		A	0.7	0.0	0.
		T	0.4	0.0	0.
53) There's a lot of talk about solving problems.	I	L	0.0	0.0	0.
		A	0.0	0.0	0.
		T	0.0	0.0	0.
	E	L	4.2	0.0	0.
		A	5.1	0.0	0.
		T	4.7	0.0	0.
	T	L	4.2	0.0	0.
		A	5.1	0.0	0.
		T	4.7	0.0	0.

Table 10-1 (continued)

	I/E[c]	Sample[d]	Per cent of practitioners[b] who... A	D	?	R	T	Σ^e
f	I	L	0.6	0.6	0.3	0.3	0.4	1.4
		A	0.6	0.2	0.1	0.3	0.2	1.4
		T	0.5	0.3	0.1	0.2	0.2	1.3
	E	L	8.4	2.4	2.0	1.9	1.8	16.6
		A	12.4	3.5	2.5	2.6	2.7	24.3
		T	10.9	2.9	2.3	2.3	2.3	20.9
	T	L	8.8	2.8	2.1	1.9	1.9	17.6
		A	12.9	3.5	2.9	3.0	2.9	25.0
		T	11.2	3.4	2.3	2.5	2.7	21.7
THE ONLY KIND OF	I	L	0.0	0.0	0.0	0.0	0.0	0.0
		A	0.0	0.0	0.0	0.0	0.0	0.0
		T	0.0	0.0	0.0	0.0	0.0	0.0
	E	L	0.0	0.0	0.8	0.0	0.0	0.8
		A	0.7	0.0	0.0	1.5	0.7	2.9
		T	0.4	0.0	0.4	0.8	0.4	1.9
	T	L	0.0	0.0	0.8	0.0	0.0	0.8
		A	0.7	0.0	0.0	1.5	0.7	2.9
		T	0.4	0.0	0.4	0.8	0.4	1.9
talk about solving	I	L	0.0	0.0	0.0	0.0	0.0	0.0
		A	0.0	0.0	0.0	0.0	0.0	0.0
		T	0.0	0.0	0.0	0.0	0.0	0.0
	E	L	4.2	0.0	0.0	0.0	0.0	4.2
		A	5.1	0.0	0.0	0.7	0.0	5.8
		T	4.7	0.0	0.0	0.4	0.0	5.1
	T	L	4.2	0.0	0.0	0.0	0.0	4.2
		A	5.1	0.0	0.0	0.7	0.0	5.8
		T	4.7	0.0	0.0	0.4	0.0	5.1

(continued)

Table 10-1 (continued)

TEXT	I/E[c]	Sample[d]	Per cent of prac		
			A	D	?
54) Yet, we all know there are some problems that simply cannot be solved in any absolute sense.	I	L	0.0	0.0	0.
		A	0.0	0.0	0.
		T	0.0	0.0	0.
	E	L	13.3	2.5	0.
		A	23.4	5.8	1.
		T	18.7	4.3	0.
	T	L	13.3	2.5	0.
		A	23.4	5.8	1.
		T	18.7	4.3	0.
55) Getting along with people is one of these.	I	L	0.8	0.0	0.
		A	0.0	0.0	0.
		T	0.4	0.0	0.
	E	L	5.8	5.0	0.
		A	14.6	5.8	1.
		T	10.5	5.4	0.
	T	L	6.7	5.0	0.
		A	14.6	5.8	1.
		T	10.9	5.4	0.
56) There are many others.	I	L	0.0	0.0	0.
		A	0.0	0.0	0.
		T	0.0	0.0	0.
	E	L	2.5	0.0	0.
		A	3.6	2.2	1.
		T	3.1	1.2	0.
	T	L	2.5	0.0	0.
		A	3.6	2.2	1.
		T	3.1	1.2	0.

Table 10-1 (continued)

			Per cent of practitioners[b] who...					X[e]
	I/E[c]	Sample[d]	A	D	?	R	T	
there are some problems pt be solved in any	I	L	0.0	0.0	0.0	0.0	0.0	0.0
		A	0.0	0.0	0.0	0.7	0.0	0.7
		T	0.0	0.0	0.0	0.4	0.0	0.4
	E	L	13.3	2.5	0.0	0.8	0.0	16.7
		A	23.4	5.8	1.5	0.7	2.2	33.6
		T	18.7	4.3	0.8	0.8	1.2	25.7
	T	L	13.3	2.5	0.0	0.8	0.0	16.7
		A	23.4	5.8	1.5	1.5	2.2	34.3
		T	18.7	4.3	0.8	1.2	1.2	26.1
th people is one of	I	L	0.8	0.0	0.0	0.0	0.0	0.8
		A	0.0	0.0	0.0	0.0	0.0	0.0
		T	0.4	0.0	0.0	0.0	0.0	0.4
	E	L	5.8	5.0	0.0	0.0	1.7	12.5
		A	14.6	5.8	1.5	0.7	0.0	22.6
		T	10.5	5.4	0.8	0.4	0.8	17.9
	T	L	6.7	5.0	0.0	0.0	1.7	13.3
		A	14.6	5.8	1.5	0.2	0.0	22.6
		T	10.9	5.4	0.8	0.4	0.8	18.3
thers.	I	L	0.0	0.0	0.0	0.0	0.0	0.0
		A	0.0	0.0	0.0	0.0	0.0	0.0
		T	0.0	0.0	0.0	0.0	0.0	0.0
	E	L	2.5	0.0	0.0	0.0	0.0	2.5
		A	3.6	2.2	1.5	0.7	0.7	8.8
		T	3.1	1.2	0.8	0.4	0.4	5.8
	T	L	2.5	0.0	0.0	0.0	0.0	2.5
		A	3.6	2.2	1.5	0.7	0.7	8.8
		T	3.1	1.2	0.8	0.4	0.4	5.8

(continued)

Table 10-1 (continued)

TEXT			Per cent of pr	
	I/E[c]	Sample[d]	A	D
57) No one but you can judge in any final sense whether a situation you are in is solvable.	I	L	0.0	0.8
		A	0.0	0.0
		T	0.0	0.4
	E	L	9.2	10.8
		A	8.0	18.2
		T	8.6	14.8
	T	L	9.2	11.7
		A	8.0	18.2
		T	8.6	15.2
*PARAGRAPH AVERAGES[f]	I	L	0.1	0.1
		A	0.0	0.0
		T	0.1	0.1
	E	L	5.8	3.1
		A	9.2	5.3
		T	7.7	4.3
	T	L	6.0	3.2
		A	9.2	5.3
		T	7.7	4.4
58) There are a lot of different reasons people give for situations not being solvable.	I	L	0.8	0.0
		A	0.0	0.0
		T	0.4	0.0
	E	L	5.8	0.0
		A	10.9	0.0
		T	8.6	0.0
	T	L	6.7	0.0
		A	10.9	0.0
		T	8.9	0.0

Table 10-1 (continued)

	I/E^{c}	Sample^{d}	Per cent of practitioners^{b} who...					Σ^{e}
			A	D	?	R	T	
udge in any final ation you are in	I	L	0.0	0.8	0.0	0.0	0.0	0.8
		A	0.0	0.0	0.0	0.0	0.0	0.0
		T	0.0	0.4	0.0	0.0	0.0	0.4
	E	L	9.2	10.8	0.0	3.3	0.8	24.2
		A	8.0	18.2	1.5	6.6	2.2	36.5
		T	8.6	14.8	0.8	5.1	1.6	30.7
	T	L	9.2	11.7	0.0	3.3	0.8	25.0
		A	8.0	18.2	1.5	6.6	2.2	36.5
		T	8.6	15.2	0.8	5.1	1.6	31.1
	I	L	0.1	0.1	0.0	0.0	0.0	0.2
		A	0.0	0.0	0.0	0.1	0.1	0.0
		T	0.1	0.1	0.0	0.1	0.0	0.2
	E	L	5.8	3.1	0.1	0.7	0.4	10.2
		A	9.2	5.3	1.0	1.8	1.0	18.4
		T	7.7	4.3	0.6	1.3	0.7	14.5
	T	L	6.0	3.2	0.1	0.7	0.4	10.4
		A	9.2	5.3	1.0	3.5	1.0	18.5
		T	7.7	4.4	0.6	1.4	0.7	14.7
ifferent reasons ations not being	I	L	0.8	0.0	0.0	0.0	0.0	0.8
		A	0.0	0.0	0.0	0.7	0.0	0.7
		T	0.4	0.0	0.0	0.4	0.0	0.8
	E	L	5.8	0.0	0.0	0.0	1.7	7.5
		A	10.9	0.0	0.0	1.5	1.5	13.9
		T	8.6	0.0	0.0	0.8	1.6	10.9
	T	L	6.7	0.0	0.0	0.0	1.7	8.3
		A	10.9	0.0	0.0	2.2	1.5	14.6
		T	8.9	0.0	0.0	1.2	1.6	11.7

(continued)

Table 10-1 (continued)

TEXT	I/E[c]	Sample[d]	Per cent of pr A	 D
59) If you're in a situation that isn't solved, you might ask yourself why.	I	L	0.0	0.0
		A	0.0	0.7
		T	0.0	0.4
	E	L	4.2	0.0
		A	7.3	0.0
		T	5.8	0.0
	T	L	4.2	0.0
		A	7.3	0.7
		T	5.8	0.4
60) Is it because there is no possible solution?	I	L	0.0	0.0
		A	0.0	0.0
		T	0.0	0.0
	E	L	0.8	0.8
		A	0.7	4.4
		T	0.8	2.7
	T	L	0.8	0.8
		A	0.7	4.4
		T	0.8	2.7
61) Is the situation outside of your control?	I	L	0.0	0.0
		A	0.0	0.0
		T	0.0	0.0
	E	L	2.5	0.0
		A	2.9	1.5
		T	2.7	0.8
	T	L	2.5	0.0
		A	2.9	1.5
		T	2.7	0.8

Table 10-1 (continued)

	I/E[c]	Sample[d]	Per cent of practitioners[b] who... A	D	?	R	T	Σ[e]
ation that isn't sk yourself why.	I	L	0.0	0.0	0.0	0.0	0.0	0.0
		A	0.0	0.7	0.0	0.7	0.0	1.5
		T	0.0	0.4	0.0	0.4	0.0	0.8
	E	L	4.2	0.0	0.0	0.0	0.0	4.2
		A	7.3	0.0	0.0	2.2	2.2	11.7
		T	5.8	0.0	0.0	1.2	1.2	8.2
	T	L	4.2	0.0	0.0	0.0	0.0	4.2
		A	7.3	0.7	0.0	2.9	2.2	13.1
		T	5.8	0.4	0.0	1.6	1.2	8.9
is no possible	I	L	0.0	0.0	0.0	0.0	0.0	0.0
		A	0.0	0.0	0.0	0.0	0.0	0.0
		T	0.0	0.0	0.0	0.0	0.0	0.0
	E	L	0.8	0.8	0.0	0.0	0.0	1.7
		A	0.7	4.4	0.0	1.5	0.7	7.3
		T	0.8	2.7	0.0	0.8	0.4	4.7
	T	L	0.8	0.8	0.0	0.0	0.0	1.7
		A	0.7	4.4	0.0	1.5	0.7	7.3
		T	0.8	2.7	0.0	0.8	0.4	4.7
tside of your	I	L	0.0	0.0	0.0	0.0	0.0	0.0
		A	0.0	0.0	0.0	0.0	0.0	0.0
		T	0.0	0.0	0.0	0.0	0.0	0.0
	E	L	2.5	0.0	0.0	0.0	0.0	2.5
		A	2.9	1.5	0.0	0.0	1.5	5.8
		T	2.7	0.8	0.0	0.0	0.8	4.3
	T	L	2.5	0.0	0.0	0.0	0.0	2.5
		A	2.9	1.5	0.0	0.0	1.5	5.8
		T	2.7	0.8	0.0	0.0	0.8	4.3

(continued)

Table 10-1 (continued)

TEXT			Per cent of pract		
	I/E[c]	Sample[d]	A	D	?
62) Do you lack resources?	I	L	0.0	0.0	0.0
		A	0.0	0.0	0.0
		T	0.0	0.0	0.0
	E	L	1.7	0.8	0.0
		A	2.2	0.7	0.0
		T	1.9	0.8	0.0
	T	L	1.7	0.8	0.0
		A	2.2	0.7	0.0
		T	1.9	0.8	0.0
63) motivation?	I	L	0.0	0.0	0.0
		A	0.0	0.0	0.0
		T	0.0	0.0	0.0
	E	L	0.8	0.0	0.0
		A	3.6	0.7	0.0
		T	2.3	0.4	0.0
	T	L	0.8	0.0	0.0
		A	3.6	0.7	0.0
		T	2.3	0.4	0.0
64) information?	I	L	0.0	0.0	0.0
		A	0.0	0.0	0.0
		T	0.0	0.0	0.0
	E	L	1.7	0.0	0.0
		A	2.2	0.7	0.0
		T	1.9	0.4	0.0
	T	L	1.7	0.0	0.0
		A	2.2	0.7	0.0
		T	1.9	0.4	0.0

Table 10-1 (continued)

	I/E[c]	Sample[d]	Per cent of practitioners[b] who... A	D	?	R	T	Σ[e]
rces?	I	L	0.0	0.0	0.0	0.0	0.0	0.0
		A	0.0	0.0	0.0	0.0	0.0	0.0
		T	0.0	0.0	0.0	0.0	0.0	0.0
	E	L	1.7	0.8	0.0	0.0	0.0	2.5
		A	2.2	0.7	0.0	0.7	0.7	4.4
		T	1.9	0.8	0.0	0.4	0.4	3.5
	T	L	1.7	0.8	0.0	0.0	0.0	2.5
		A	2.2	0.7	0.0	0.7	0.7	4.4
		T	1.9	0.8	0.0	0.4	0.4	3.5
	I	L	0.0	0.0	0.0	0.0	0.0	0.0
		A	0.0	0.0	0.0	0.0	0.0	0.0
		T	0.0	0.0	0.0	0.0	0.0	0.0
	E	L	0.8	0.0	0.0	0.0	0.0	0.8
		A	3.6	0.7	0.0	0.7	0.7	5.8
		T	2.3	0.4	0.0	0.4	0.4	3.5
	T	L	0.8	0.0	0.0	0.0	0.0	0.8
		A	3.6	0.7	0.0	0.7	0.7	5.8
		T	2.3	0.4	0.0	0.4	0.4	3.5
	I	L	0.0	0.0	0.0	0.0	0.0	0.0
		A	0.0	0.0	0.0	0.0	0.0	0.0
		T	0.0	0.0	0.0	0.0	0.0	0.0
	E	L	1.7	0.0	0.0	0.0	0.0	1.7
		A	2.2	0.7	0.0	0.7	0.7	4.4
		T	1.9	0.4	0.0	0.4	0.4	3.1
	T	L	1.7	0.0	0.0	0.0	0.0	1.7
		A	2.2	0.7	0.0	0.7	0.7	4.4
		T	1.9	0.4	0.0	0.4	0.4	3.1

(continued)

Table 10-1 (continued)

TEXT	I/E[c]	Sample[d]	Per cent of practi		
			A	D	?
65) time?	I	L	0.0	0.0	0.0
		A	0.0	0.0	0.0
		T	0.0	0.0	0.0
	E	L	2.5	0.0	0.0
		A	2.9	0.7	0.0
		T	2.7	0.4	0.0
	T	L	2.5	0.0	0.0
		A	2.9	0.7	0.0
		T	2.7	0.4	0.0
66) Is someone or something acting as a barrier?	I	L	0.0	0.0	0.0
		A	0.0	0.0	0.0
		T	0.0	0.0	0.0
	E	L	1.7	0.0	0.0
		A	4.4	0.0	0.0
		T	3.1	0.0	0.0
	T	L	1.7	0.0	0.0
		A	4.4	0.0	0.0
		T	3.1	0.0	0.0
67) Is the situation too big and too complex?	I	L	0.0	0.0	0.0
		A	0.0	0.0	0.0
		T	0.0	0.0	0.0
	E	L	5.8	0.8	0.0
		A	10.9	1.5	0.0
		T	8.6	1.2	0.0
	T	L	5.8	0.8	0.0
		A	10.9	1.5	0.0
		T	8.6	1.2	0.0

Table 10-1 (continued)

	I/E[c]	Sample[d]	Per cent of practitioners[b] who...					Σ[e]
			A	D	?	R	T	
	I	L	0.0	0.0	0.0	0.0	0.0	0.0
		A	0.0	0.0	0.0	0.0	0.0	0.0
		T	0.0	0.0	0.0	0.0	0.0	0.0
	E	L	2.5	0.0	0.0	0.0	0.0	2.5
		A	2.9	0.7	0.0	0.7	1.5	5.8
		T	2.7	0.4	0.0	0.4	0.8	4.3
	T	L	2.5	0.0	0.0	0.0	0.0	2.5
		A	2.9	0.7	0.0	0.7	1.5	5.8
		T	2.7	0.4	0.0	0.4	0.8	4.3
thing acting as a	I	L	0.0	0.0	0.0	0.0	0.0	0.0
		A	0.0	0.0	0.0	0.7	0.0	0.7
		T	0.0	0.0	0.0	0.4	0.0	0.4
	E	L	1.7	0.0	0.0	0.8	0.0	2.5
		A	4.4	0.0	0.0	1.5	0.7	6.6
		T	3.1	0.0	0.0	1.2	0.4	4.7
	T	L	1.7	0.0	0.0	0.9	0.0	2.5
		A	4.4	0.0	0.0	2.2	0.7	7.3
		T	3.1	0.0	0.0	1.6	0.4	5.1
oo big and too	I	L	0.0	0.0	0.0	0.0	0.0	0.0
		A	0.0	0.0	0.0	0.7	0.0	0.7
		T	0.0	0.0	0.0	0.4	0.0	0.4
	E	L	5.8	0.8	0.0	0.8	2.5	10.0
		A	10.9	1.5	0.0	3.6	9.5	25.5
		T	8.6	1.2	0.0	2.3	6.2	18.3
	T	L	5.8	0.8	0.0	0.8	2.5	10.0
		A	10.9	1.5	0.0	4.4	9.5	26.3
		T	8.6	1.2	0.0	2.7	6.2	18.7

(continued)

Table 10-1 (continued)

TEXT	I/E[c]	Sample[d]	Per cent	
			A	D
*PARAGRAPH AVERAGES[f]	I	L	0.1	0.
		A	0.0	0.
		T	0.0	0.
	E	L	2.8	0.
		A	4.8	1.
		T	3.8	0.
	T	L	2.8	0.
		A	4.8	1.
		T	3.9	0.
68) If you conclude that there is no possible solution, there are other things you can work for.	I	L	0.0	0.
		A	0.0	1.
		T	0.0	0.
	E	L	3.3	0.
		A	10.2	0.
		T	7.0	0.
	T	L	3.3	0.
		A	10.2	1.
		T	7.0	0.
69) You might work on getting control of yourself and your emotions.	I	L	1.7	0.
		A	2.2	0.
		T	1.9	0.
	E	L	13.3	0.
		A	13.9	0.
		T	13.6	0.
	T	L	15.0	0.
		A	15.3	0.
		T	15.2	0.

Table 10-1 (continued)

	I/E[c]	Sample[d]	Per cent of practitioners[b] who...					Σ[e]
			A	D	?	R	T	
ES[f]	I	L	0.1	0.0	0.0	0.0	0.0	0.1
		A	0.0	0.1	0.0	0.3	0.0	0.4
		T	0.0	0.0	0.0	0.2	0.0	0.2
	E	L	2.8	0.2	0.0	0.2	0.4	3.6
		A	4.8	1.0	0.0	1.3	2.0	9.1
		T	3.8	0.7	0.0	0.8	1.3	6.2
	T	L	2.8	0.2	0.0	0.2	0.4	3.7
		A	4.8	1.1	0.0	1.5	2.0	9.5
		T	3.9	0.7	0.0	1.0	1.3	6.8
that there is no n, there are other ork for.	I	L	0.0	0.0	0.0	0.0	0.0	0.0
		A	0.0	1.5	0.7	0.0	0.0	2.2
		T	0.0	0.8	0.4	0.0	0.0	1.2
	E	L	3.3	0.0	0.8	1.7	1.7	7.5
		A	10.2	0.0	2.2	3.6	2.2	18.2
		T	7.0	0.0	1.6	2.7	1.9	13.2
	T	L	3.3	0.0	0.8	1.7	1.7	7.5
		A	10.2	1.5	2.2	3.6	2.2	19.0
		T	7.0	0.8	1.6	2.7	1.9	13.6
n getting control your emotions.	I	L	1.7	0.0	0.0	0.0	0.0	1.7
		A	2.2	0.0	0.0	0.7	0.7	3.6
		T	1.9	0.0	0.0	0.4	0.4	2.7
	E	L	13.3	0.0	0.0	3.3	0.8	17.5
		A	13.9	0.7	1.5	0.0	3.6	19.7
		T	13.6	0.4	0.8	1.6	2.3	18.7
	T	L	15.0	0.0	0.0	3.3	0.8	19.2
		A	15.3	0.7	1.5	0.7	4.4	22.6
		T	15.2	0.4	0.8	1.9	2.7	21.0

(continued)

Table 10-1 (continued)

TEXT	I/E[c]	Sample[d]	Per cent o	
			A	D
70) Or, you might try to clarify and understand the situation.	I	L	0.0	0.0
		A	0.7	0.0
		T	0.4	0.0
	E	L	17.5	0.0
		A	21.2	0.0
		T	19.5	0.0
	T	L	17.5	0.0
		A	21.9	0.0
		T	19.8	0.0
71) Or, you might seek social support and agreement from other people to help you through the situation.	I	L	0.8	0.0
		A	2.2	0.0
		T	1.6	0.0
	E	L	9.2	0.0
		A	18.2	2.2
		T	14.0	1.2
	T	L	10.0	0.0
		A	20.4	2.2
		T	15.6	1.2
72) All these possibilities would be more helpful in a worry situation where you don't have control than trying to find alternative actions when deep down you feel there aren't any alternatives.	I	L	0.0	0.8
		A	0.7	1.5
		T	0.4	1.2
	E	L	15.8	1.7
		A	18.2	6.6
		T	17.1	4.3
	T	L	15.8	2.5
		A	19.0	8.0
		T	17.5	5.4

Table 10-1 (continued)

	I/E^c	Sample^d	Per cent of practitioners^b who...					χ^e
			A	D	?	R	T	
to clarify and tuation.	I	L	0.0	0.0	0.8	0.0	0.0	0.8
		A	0.7	0.0	0.0	0.0	0.0	0.7
		T	0.4	0.0	0.4	0.0	0.0	0.8
	E	L	17.5	0.0	0.0	0.0	0.0	17.5
		A	21.2	0.0	0.7	0.7	2.9	25.5
		T	19.5	0.0	0.4	0.4	1.6	21.8
	T	L	17.5	0.0	0.8	0.0	0.0	18.3
		A	21.9	0.0	0.7	0.7	2.9	26.3
		T	19.8	0.0	0.8	0.4	1.6	22.6
k social support and her people to help ituation.	I	L	0.8	0.0	1.7	0.8	0.0	3.3
		A	2.2	0.0	0.0	0.0	0.0	2.2
		T	1.6	0.0	0.8	0.4	0.0	2.7
	E	L	9.2	0.0	1.7	0.8	0.8	12.5
		A	18.2	2.2	0.7	0.7	0.7	22.6
		T	14.0	1.2	1.2	0.8	0.8	17.9
	T	L	10.0	0.0	3.3	1.7	0.8	15.0
		A	20.4	2.2	0.7	0.7	0.7	24.8
		T	15.6	1.2	1.9	1.2	0.8	20.2
lities would be more y situation where ntrol than trying to actions when deep re aren't any	I	L	0.0	0.8	1.7	1.7	0.8	5.0
		A	0.7	1.5	2.9	1.5	0.7	7.3
		T	0.4	1.2	2.3	1.6	0.8	6.2
	E	L	15.8	1.7	1.7	15.8	5.0	40.0
		A	18.2	6.6	6.6	15.3	4.4	51.1
		T	17.1	4.3	4.3	15.6	4.7	45.9
	T	L	15.8	2.5	3.3	17.5	5.8	44.2
		A	19.0	8.0	9.5	16.8	4.4	55.5
		T	17.5	5.4	6.6	17.1	5.1	50.2

(continued)

Table 10-1 (continued)

TEXT	I/E[c]	Sample[d]	Per cent of	
			A	D
*PARAGRAPH AVERAGES[f]	I	L	0.5	0.2
		A	1.1	0.6
		T	0.9	0.4
	E	L	11.8	0.3
		A	16.3	1.9
		T	14.2	1.2
	T	L	12.3	0.5
		A	17.4	2.5
		T	15.0	1.6
73) You might want to look for cues to help you judge whether your situation is unsolvable.	I	L	0.0	0.0
		A	0.0	0.7
		T	0.0	0.4
	E	L	4.2	0.0
		A	8.0	2.2
		T	6.2	1.2
	T	L	4.2	0.0
		A	8.0	2.9
		T	6.2	1.6
74) One good one is how many other people are involved and how they are involved.	I	L	0.0	0.0
		A	0.7	0.0
		T	0.4	0.0
	E	L	6.7	0.8
		A	10.9	1.5
		T	8.9	1.2
	T	L	6.7	0.8
		A	11.7	1.5
		T	9.3	1.2

Table 10-1 (continued)

	I/E[c]	Sample[d]	Per cent of practitioners[b] who...					%[e]
			A	D	?	R	T	
AGES[f]	I	L	0.5	0.2	0.8	0.5	0.2	2.2
		A	1.1	0.6	0.7	0.4	0.3	3.2
		T	0.9	0.4	0.8	0.5	0.3	2.7
	E	L	11.8	0.3	0.8	4.3	1.7	19.0
		A	16.3	1.9	2.3	4.1	2.8	27.4
		T	14.2	1.2	1.5	4.2	2.3	23.5
	T	L	12.3	0.5	1.6	4.8	1.8	20.8
		A	17.4	2.5	2.9	4.5	2.9	29.6
		T	15.0	1.6	2.3	4.7	2.4	25.5
t to look for cues to e whether your situation .	I	L	0.0	0.0	3.3	0.0	0.0	3.3
		A	0.0	0.7	0.0	0.7	0.0	1.5
		T	0.0	0.4	1.6	0.4	0.0	2.3
	E	L	4.2	0.0	0.0	2.5	0.8	7.5
		A	8.0	2.2	2.2	2.9	3.6	19.0
		T	6.2	1.2	1.2	2.7	2.3	13.6
	T	L	4.2	0.0	3.3	2.5	0.8	10.8
		A	8.0	2.9	2.2	3.6	3.6	20.4
		T	6.2	1.6	2.7	3.1	2.3	16.0
is how many other people and how they are	I	L	0.0	0.0	0.0	0.8	0.0	0.8
		A	0.7	0.0	0.0	0.7	0.0	1.5
		T	0.4	0.0	0.0	0.8	0.0	1.2
	E	L	6.7	0.8	0.8	0.0	1.7	10.0
		A	10.9	1.5	1.5	6.6	0.7	21.2
		T	8.9	1.2	1.2	3.5	1.2	16.0
	T	L	6.7	0.8	0.8	0.8	1.7	10.8
		A	11.7	1.5	1.5	7.3	0.7	22.6
		T	9.3	1.2	1.2	4.3	1.2	17.1

(continued)

Table 10-1 (continued)

TEXT	I/E[c]	Sample[d]	Per cent of	
			A	D
75) When other people are involved in your situation, their involvement puts constraints on you -- you can't move as freely.	I	L	0.0	0.8
		A	2.2	0.7
		T	1.2	0.8
	E	L	15.8	3.3
		A	19.7	6.6
		T	17.9	5.1
	T	L	15.8	4.2
		A	20.4	7.3
		T	18.3	5.8
76) If the other people are actually standing in your way -- acting as barriers — you will have even less control.	I	L	0.0	0.0
		A	1.5	1.5
		T	0.8	0.8
	E	L	10.8	0.0
		A	12.4	4.4
		T	11.7	2.3
	T	L	10.8	0.0
		A	13.9	5.1
		T	12.5	2.7
77) If the other people are in control of the resources, you probably can't solve your situation without their cooperation.	I	L	0.0	0.0
		A	0.7	0.0
		T	0.4	0.0
	E	L	12.5	0.8
		A	20.4	9.5
		T	16.7	5.4
	T	L	12.5	0.8
		A	20.4	9.5
		[illegible]	16.7	5.4

Table 10-1 (continued)

	I/E[c]	Sample[d]	Per cent of practitioners[b] who... A	D	?	R	T	%[e]
eople are involved in on, their involvement puts on you -- you can't move	I	L	0.0	0.8	0.0	0.0	0.0	0.8
		A	2.2	0.7	0.0	1.5	1.5	5.8
		T	1.2	[illegible]	0.0	0.8	0.8	3.5
	E	L	15.8	3.3	0.0	1.7	1.7	22.5
		A	19.7	6.6	2.9	2.2	3.6	35.0
		T	17.9	5.1	1.6	1.9	2.7	29.2
	T	L	15.8	4.2	0.0	1.7	1.7	23.3
		A	20.4	7.3	2.9	2.9	5.1	38.0
		T	18.3	5.8	1.6	2.3	3.5	31.1
people are actually your way -- acting as you will have even less	I	L	0.0	0.0	0.8	0.0	0.0	0.8
		A	1.5	1.5	0.7	0.0	0.7	4.4
		T	0.8	0.8	0.8	0.0	0.4	2.7
	E	L	10.8	0.0	2.5	3.3	0.0	16.7
		A	12.4	4.4	1.5	0.7	2.2	21.2
		T	11.7	2.3	1.9	1.9	1.2	19.1
	T	L	10.8	0.0	3.3	3.3	0.0	17.5
		A	13.9	5.1	2.2	0.7	2.9	24.1
		T	12.5	2.7	2.7	1.9	1.6	21.0
people are in control of s, you probably can't solve on without their	I	L	0.0	0.0	0.0	0.0	0.0	0.0
		A	0.7	0.0	0.0	0.0	0.7	1.5
		T	0.4	0.0	0.0	0.0	0.4	0.8
	E	L	12.5	0.8	1.7	1.7	0.8	17.5
		A	20.4	9.5	0.7	2.9	4.4	38.0
		T	16.7	5.4	1.2	2.3	2.7	28.4
	T	L	12.5	0.8	1.7	1.7	0.8	17.1
		A	20.4	9.5	0.7	2.9	5.1	38.7
		T	16.7	5.4	1.2	2.3	3.1	28.8

(continued)

Table 10-1 (continued)

TEXT			Per cent of practitio		
	I/E[c]	Sample[d]	A	D	?
78) This does not mean that you can't solve these situations.	I	L	0.8	0.0	0.0
		A	0.7	0.7	0.0
		T	0.8	0.4	0.0
	E	L	3.3	0.0	0.8
		A	7.3	0.7	0.0
		T	5.4	0.4	0.4
	T	L	4.2	0.0	0.8
		A	8.0	1.5	0.0
		T	6.2	0.8	0.4
79) It means that doing so involves dealing with these people.	I	L	0.8	0.0	0.0
		A	0.7	0.0	0.0
		T	0.8	0.0	0.0
	E	L	4.2	0.0	0.8
		A	19.0	1.5	0.7
		T	12.1	0.8	0.8
	T	L	5.0	0.0	0.8
		A	19.0	1.5	0.7
		T	12.5	0.8	0.8
80) If you find that impossible, it may mean accepting your situation as unsolvable and looking for other things you can do that will help you.	I	L	0.0	0.0	0.0
		A	1.5	2.9	0.7
		T	0.8	1.6	0.4
	E	L	10.0	0.8	1.7
		A	14.6	6.6	2.9
		T	12.5	3.9	2.3
	T	L	10.0	0.8	1.7
		A	15.3	9.5	3.6
		T	12.8	5.4	2.7

Table 10-1 (continued)

	I/E[c]	Sample[d]	Per cent of practitioners[b] who... A	D	?	R	T	Σ[e]
n that you can't tions.	I	L	0.8	0.0	0.0	0.0	0.0	0.8
		A	0.7	0.7	0.0	0.0	0.0	1.4
		T	0.8	0.4	0.0	0.0	0.0	1.2
	E	L	3.3	0.0	0.8	0.0	0.8	5.0
		A	7.3	0.7	0.0	0.0	0.0	8.0
		T	5.4	0.4	0.4	0.0	0.4	6.6
	T	L	4.2	0.0	0.8	0.0	0.8	5.8
		A	8.0	1.5	0.0	0.0	0.0	9.5
		T	6.2	0.8	0.4	0.0	0.4	7.8
ng so involves e people.	I	L	0.8	0.0	0.0	0.0	0.0	0.8
		A	0.7	0.0	0.0	0.7	0.7	2.2
		T	0.8	0.0	0.0	0.4	0.4	1.6
	E	L	4.2	0.0	0.8	0.0	0.0	5.0
		A	19.0	1.5	0.7	1.5	0.7	23.4
		T	12.1	0.8	0.8	0.8	0.4	14.8
	T	L	5.0	0.0	0.8	0.0	0.0	5.8
		A	19.0	1.5	0.7	2.2	1.5	24.8
		T	12.5	0.8	0.8	1.2	0.8	16.0
impossible, it may ur situation as oking for other that will help	I	L	0.0	0.0	0.0	0.0	0.0	0.0
		A	1.5	2.9	0.7	0.7	0.7	6.6
		T	0.8	1.6	0.4	0.4	0.4	3.5
	E	L	10.0	0.8	1.7	1.7	5.8	20.0
		A	14.6	6.6	2.9	2.9	5.1	32.1
		T	12.5	3.9	2.3	2.3	5.4	26.5
	T	L	10.0	0.8	1.7	1.7	5.8	20.0
		A	15.3	9.5	3.6	3.6	5.8	35.8
		T	12.8	5.4	2.7	2.7	5.8	28.4

(continued)

Table 10-1 (continued)

TEXT	I/E[c]	Sample[d]	Per cent of practitione			
			A	D	?	R
*PARAGRAPH AVERAGES[f]	I	L	0.2	0.1	0.5	0.
		A	1.0	0.8	0.2	0.
		T	0.7	0.5	0.4	0.
	E	L	8.4	0.7	1.0	1.
		A	14.0	4.1	1.6	2.
		T	11.4	2.5	1.3	1.
	T	L	8.7	0.8	1.6	1
		A	14.6	4.9	1.7	2
		T	11.8	3.0	1.7	2
**SECTION AVERAGES[f]	I	L	0.2	0.1	0.3	0
		A	0.5	0.4	0.2	0
		T	0.4	0.2	0.3	0
	E	L	7.2	1.1	0.5	1
		A	11.1	3.1	1.2	2
		T	9.3	2.2	0.8	2
	T	L	7.4	1.2	0.8	1
		A	11.5	3.4	1.4	3
		T	9.6	2.4	1.1	2
81) SIMPLIFYING ISN'T NECESSARILY BEST	I	L	0.0	0.0	0.0	0
		A	0.0	0.0	0.0	0
		T	0.0	0.0	0.0	0
	E	L	0.0	0.0	0.0	0
		A	1.5	0.0	0.0	0
		T	0.8	0.0	0.0	0
	T	L	0.0	0.0	0.0	0
		A	1.5	0.0	0.0	0
		T	0.8	0.0	0.0	0

Table 10-1 (continued)

			Per cent of practitioners[b] who...					%[e]
	I/E[c]	Sample[d]	A	D	?	R	T	
	I	L	0.2	0.1	0.5	0.1	0.0	0.9
		A	1.0	0.8	0.2	0.6	0.5	3.1
		T	0.7	0.5	0.4	0.4	0.3	2.1
	E	L	8.4	0.7	1.0	1.4	1.5	13.0
		A	14.0	4.1	1.6	2.5	2.5	24.7
		T	11.4	2.5	1.3	1.9	2.0	19.3
	T	L	8.7	0.8	1.6	1.5	1.5	13.9
		A	14.6	4.9	1.7	2.9	3.1	26.7
		T	11.8	3.0	1.7	2.2	2.3	20.8
	I	L	0.2	0.1	0.3	0.1	0.0	0.9
		A	0.5	0.4	0.2	0.3	0.2	1.7
		T	0.4	0.2	0.3	0.3	0.1	1.3
	E	L	7.2	1.1	0.5	1.6	1.0	11.4
		A	11.1	3.1	1.2	2.4	2.1	19.9
		T	9.3	2.2	0.8	2.0	1.6	15.9
	T	L	7.4	1.2	0.8	1.8	1.0	12.2
		A	11.5	3.4	1.4	3.1	2.2	21.1
		T	9.6	2.4	1.1	2.3	1.7	16.9
NECESSARILY BEST	I	L	0.0	0.0	0.0	0.0	0.0	0.0
		A	0.0	0.0	0.0	0.0	0.0	0.0
		T	0.0	0.0	0.0	0.0	0.0	0.0
	E	L	0.0	0.0	0.0	0.0	0.0	0.0
		A	1.5	0.0	0.0	0.7	0.0	2.2
		T	0.8	0.0	0.0	0.4	0.0	1.2
	T	L	0.0	0.0	0.0	0.0	0.0	0.0
		A	1.5	0.0	0.0	0.7	0.0	2.2
		T	0.8	0.0	0.0	0.4	0.0	1.2

(continued)

Table 10-1 (continued)

TEXT	I/E[c]	Sample[d]	Per cent of practiti		
			A	D	?
82) Often you hear people say that the way to cope with a problem is to simplify it -- somehow reduce it to its basic parts.	I	L	0.0	0.0	0.0
		A	1.5	1.5	0.0
		T	0.8	0.8	0.0
	E	L	8.3	4.2	0.0
		A	16.1	1.5	1.5
		T	12.5	2.7	0.8
	T	L	8.3	4.2	0.0
		A	16.8	2.2	1.5
		T	12.8	3.1	0.8
83) Yet, just about any troublesome situation is probably tied in with one or more other situations.	I	L	0.0	0.8	0.0
		A	2.2	0.0	0.0
		T	1.2	0.4	0.0
	E	L	10.8	0.0	0.0
		A	21.2	2.9	2.9
		T	16.3	1.6	1.6
	T	L	10.8	0.8	0.0
		A	22.6	2.9	2.9
		T	17.1	1.9	1.6
84) Often, your situation has consequences for the future.	I	L	0.0	0.8	0.0
		A	0.7	0.7	0.0
		T	0.4	0.8	0.0
	E	L	10.8	0.8	0.0
		A	10.9	0.7	0.7
		T	10.9	0.8	0.4
	T	L	10.8	0.8	0.0
		A	11.7	1.5	0.7
		T	11.3	1.2	0.4

Table 10-1 (continued)

	I/E[c]	Sample[d]	Per cent of practitioners[b] who... A	D	?	R	T	χ[e]
ople say that the problem is to ehow reduce it to	I	L	0.0	0.0	0.0	0.0	0.0	0.0
		A	1.5	1.5	0.0	0.7	0.0	3.6
		T	0.8	0.8	0.0	0.4	0.0	1.9
	E	L	8.3	4.2	0.0	2.5	0.0	15.0
		A	16.1	1.5	1.5	3.6	2.9	25.5
		T	12.5	2.7	0.8	3.1	1.6	20.6
	T	L	3.3	4.2	0.0	2.5	0.0	15.0
		A	16.8	2.2	1.5	4.4	2.9	26.3
		T	12.8	3.1	0.8	3.5	1.6	21.0
y troublesome bly tied in with situations.	I	L	0.0	0.8	0.0	0.8	0.0	1.7
		A	2.2	0.0	0.0	0.0	0.0	2.2
		T	1.2	0.4	0.0	0.4	0.0	1.9
	E	L	10.8	0.0	0.0	2.5	0.0	13.3
		A	21.2	2.9	2.9	2.9	0.0	29.9
		T	16.3	1.6	1.6	2.7	0.0	22.2
	T	L	10.8	0.8	0.0	3.3	0.0	15.0
		A	22.6	2.9	2.9	4.4	0.0	31.4
		T	17.1	1.9	1.6	4.7	0.0	23.7
ion has consequences	I	L	0.0	0.8	0.0	0.0	0.0	0.8
		A	0.7	0.7	0.0	0.0	0.0	1.5
		T	0.4	0.8	0.0	0.0	0.0	1.2
	E	L	10.8	0.8	0.0	3.3	0.8	15.8
		A	10.9	0.7	0.7	2.9	1.5	16.8
		T	10.9	0.8	0.4	3.1	1.2	16.3
	T	L	10.8	0.8	0.0	3.3	0.8	15.8
		A	11.7	1.5	0.7	2.9	1.5	17.5
		T	11.3	1.2	0.4	3.1	1.2	16.7

(continued)

Table 10-1 (continued)

TEXT	I/E[c]	Sample[d]	Per cent of practit		
			A	D	?
85) These connections between a troublesome situation and other events are realistic.	I	L	0.0	0.8	0.0
		A	0.7	0.0	0.0
		T	0.4	0.4	0.0
	E	L	3.3	0.8	2.5
		A	7.3	0.0	2.9
		T	5.4	0.4	2.7
	T	L	3.3	0.8	2.5
		A	8.0	0.0	2.9
		T	5.8	0.4	2.7
86) Most people report such connections.	I	L	0.0	0.0	0.8
		A	0.0	0.0	1.4
		T	0.0	0.0	1.2
	E	L	1.7	5.0	7.5
		A	5.8	3.6	7.3
		T	3.9	4.3	7.4
	T	L	1.7	5.0	8.3
		A	5.8	3.6	8.8
		T	3.9	4.3	8.6
*PARAGRAPH AVERAGES[f]	I	L	0.0	0.4	0.1
		A	0.8	0.4	0.2
		T	0.5	0.4	0.2
	E	L	5.8	1.8	1.7
		A	10.5	1.4	2.6
		T	8.3	1.6	2.1
	T	L	5.8	1.9	1.8
		A	11.1	1.7	2.8
		T	8.6	1.8	2.3

Table 10-1 (continued)

	I/E[c]	Sample[d]	Per cent of practitioners[b] who...					%[e]
			A	D	?	R	T	
between a trouble- d other events are	I	L	0.0	0.8	0.0	0.0	0.0	0.8
		A	0.7	0.0	0.0	0.7	0.0	1.5
		T	0.4	0.4	0.0	0.4	0.0	1.2
	E	L	3.3	0.8	2.5	4.2	0.8	11.7
		A	7.3	0.0	2.9	5.1	2.9	18.2
		T	5.4	0.4	2.7	4.7	1.9	15.2
	T	L	3.3	0.8	2.5	4.2	0.8	11.7
		A	8.0	0.0	2.9	5.8	2.9	19.0
		T	5.8	0.4	2.7	5.1	1.9	15.6
t such connections.	I	L	0.0	0.0	0.8	0.0	0.0	0.8
		A	0.0	0.0	1.4	0.0	0.0	1.5
		T	0.0	0.0	1.2	0.0	0.0	1.2
	E	L	1.7	5.0	7.5	5.0	0.0	19.2
		A	5.8	3.6	7.3	4.4	5.8	27.0
		T	3.9	4.3	7.4	4.7	3.1	23.3
	T	L	1.7	5.0	8.3	5.0	0.0	20.0
		A	5.8	3.6	8.8	4.4	5.8	28.5
		T	3.9	4.3	8.6	4.7	3.1	24.5
s[f]	I	L	0.0	0.4	0.1	0.1	0.0	0.7
		A	0.8	0.4	0.2	0.2	0.0	1.7
		T	0.5	0.4	0.2	0.2	0.0	1.2
	E	L	5.8	1.8	1.7	2.9	0.3	12.5
		A	10.5	1.4	2.6	3.3	2.2	19.9
		T	8.3	1.6	2.1	3.1	1.3	16.5
	T	L	5.8	1.9	1.8	3.0	0.3	12.9
		A	11.1	1.7	2.8	3.8	2.2	20.8
		T	8.6	1.8	2.3	3.6	1.3	17.1

(continued)

Table 10-1 (continued)

TEXT			Per cent of practi		
	I/E[c]	Sample[d]	A	D	?
87) One would think that these connections make a situation harder to get at the heart of.	I	L	0.0	0.0	0.0
		A	0.0	0.0	0.0
		T	0.0	0.0	0.0
	E	L	0.8	0.0	2.5
		A	2.9	0.0	2.2
		T	1.9	0.0	2.3
	T	L	0.8	0.0	2.5
		A	2.9	0.0	2.2
		T	1.9	0.0	2.3
88) Sometimes this is true -- the more a situation is tied in with other events, the harder it is to get at the heart of.	I	L	0.0	0.0	0.0
		A	1.5	0.0	0.0
		T	0.8	0.0	0.0
	E	L	7.5	0.0	2.5
		A	17.5	1.5	1.5
		T	12.8	0.8	1.9
	T	L	7.5	0.0	2.5
		A	18.2	1.5	1.5
		T	13.2	0.8	1.9
89) But, for some situations, the more connections you see, the clearer the situation becomes and the easier it is to get at the heart of.	I	L	0.8	0.0	0.0
		A	0.7	0.7	0.7
		T	0.8	0.4	0.4
	E	L	2.5	0.8	4.2
		A	18.2	2.2	3.6
		T	10.9	1.6	3.9
	T	L	3.3	0.8	4.2
		A	19.0	2.9	4.4
		T	11.7	1.9	4.3

Table 10-1 (continued)

	I/E[c]	Sample[d]	Per cent of practitioners[b] who...					%[e]
			A	D	?	R	T	
that these connections harder to get at the	I	L	0.0	0.0	0.0	0.0	0.8	0.8
		A	0.0	0.0	0.0	1.5	0.7	2.2
		T	0.0	0.0	0.0	0.8	0.8	1.6
	E	L	0.8	0.0	2.5	1.7	2.5	7.5
		A	2.9	0.0	2.2	5.1	1.5	11.7
		T	1.9	0.0	2.3	3.5	1.9	9.7
	T	L	0.8	0.0	2.5	1.7	3.3	8.3
		A	2.9	0.0	2.2	6.6	1.5	13.1
		T	1.9	0.0	2.3	4.3	2.3	10.9
s true -- the more a d in with other events, to get at the heart	I	L	0.0	0.0	0.0	0.0	0.8	0.8
		A	1.5	0.0	0.0	0.0	1.5	2.9
		T	0.8	0.0	0.0	0.0	1.2	1.9
	E	L	7.5	0.0	2.5	2.5	3.3	15.8
		A	17.5	1.5	1.5	0.7	2.2	23.4
		T	12.8	0.8	1.9	1.6	2.7	19.8
	T	L	7.5	0.0	2.5	2.5	4.2	16.7
		A	18.2	1.5	1.5	0.7	3.6	24.1
		T	13.2	0.8	1.9	1.6	3.9	20.6
tuations, the more see, the clearer the s and the easier it heart of.	I	L	0.8	0.0	0.0	0.0	0.8	1.7
		A	0.7	0.7	0.7	0.0	0.0	2.2
		T	0.8	0.4	0.4	0.0	0.4	1.9
	E	L	2.5	0.8	4.2	7.5	5.0	20.0
		A	18.2	2.2	3.6	3.6	2.2	29.9
		T	10.9	1.6	3.9	5.4	3.5	25.3
	T	L	3.3	0.8	4.2	7.5	5.8	21.7
		A	19.0	2.9	4.4	3.6	2.2	32.1
		T	11.7	1.9	4.3	5.4	3.9	27.2

(continued)

Table 10-1 (continued)

TEXT			Per cent of pr	
	I/E[c]	Sample[d]	A	D
90) If you're stuck on a troublesome situation, you might try looking at how it is connected with other events.	I	L	0.0	0.0
		A	0.7	0.0
		T	0.4	0.0
	E	L	13.3	0.0
		A	27.7	0.0
		T	21.0	0.0
	T	L	13.3	0.0
		A	28.5	0.0
		T	21.4	0.0
*PARAGRAPH AVERAGES[f]	I	L	0.2	0.0
		A	0.7	0.2
		T	0.5	0.1
	E	L	6.0	0.2
		A	16.6	0.9
		T	11.6	0.6
	T	L	6.2	0.2
		A	17.1	1.1
		T	12.0	0.7
**SECTION AVERAGES[f]	I	L	0.1	0.2
		A	0.7	0.3
		T	0.5	0.2
	E	L	5.9	1.0
		A	13.5	1.1
		T	9.9	1.1
	T	L	6.0	1.0
		A	14.1	1.4
		T	10.3	1.2

Table 10-1 (continued)

			Per cent of practitioners[b] who...					%[e]
	I/E[c]	Sample[d]	A	D	?	R	T	
ck on a troublesome situation, looking at how it is h other events.	I	L	0.0	0.0	0.0	0.0	0.8	0.8
		A	0.7	0.0	0.0	0.0	0.0	0.7
		T	0.4	0.0	0.0	0.0	0.4	0.8
	E	L	13.3	0.0	3.3	3.3	6.7	26.7
		A	27.7	0.0	2.2	2.9	5.8	38.7
		T	21.0	0.0	2.7	3.1	6.2	33.1
	T	L	13.3	0.0	3.3	3.3	7.5	27.5
		A	28.5	0.0	2.2	2.9	5.8	39.4
		T	21.4	0.0	2.7	3.1	6.6	33.9
AGES[f]	I	L	0.2	0.0	0.0	0.0	0.8	1.0
		A	0.7	0.2	0.2	0.4	0.5	2.0
		T	0.5	0.1	0.1	0.2	0.7	1.5
	E	L	6.0	0.2	3.1	3.7	4.4	17.5
		A	16.6	0.9	2.4	3.1	2.9	25.9
		T	11.6	0.6	2.7	3.4	3.6	22.0
	T	L	6.2	0.2	3.1	3.7	5.2	18.5
		A	17.1	1.1	2.6	3.4	3.3	27.2
		T	12.0	0.7	2.8	3.6	4.2	23.1
ES[f]	I	L	0.1	0.2	0.1	0.1	0.4	0.8
		A	0.7	0.3	0.2	0.3	0.2	1.8
		T	0.5	0.2	0.1	0.2	0.3	1.6
	E	L	5.9	1.0	2.4	3.3	2.3	15.0
		A	13.5	1.1	2.5	3.2	2.5	22.9
		T	9.9	1.1	2.4	3.2	2.4	19.2
	T	L	6.0	1.0	2.4	3.3	2.7	15.7
		A	14.1	1.4	2.7	3.6	2.7	24.0
		T	10.3	1.2	2.5	3.6	2.7	20.1

(continued)

Table 10-1 (continued)

TEXT	I/E[c]	Sample[d]	Per cent of practi		
			A	D	?
91) HOW TO DEAL WITH YOUR SITUATION	I	L	0.0	0.0	0.0
		A	0.0	0.0	0.0
		T	0.0	0.0	0.0
	E	L	0.0	0.0	0.8
		A	0.7	0.0	0.0
		T	0.4	0.0	0.4
	T	L	0.0	0.0	0.8
		A	0.7	0.0	0.0
		T	0.4	0.0	0.4
92) There's no right way to deal with a troublesome situation.	I	L	0.0	2.5	0.0
		A	0.7	0.0	0.0
		T	0.4	1.2	0.0
	E	L	6.7	15.8	0.0
		A	8.0	20.4	1.5
		T	7.4	18.3	0.8
	T	L	6.7	18.3	0.0
		A	8.8	20.4	1.5
		T	7.8	19.5	0.8
93) Its characteristics change too fast.	I	L	0.0	0.0	0.0
		A	0.0	0.0	0.0
		T	0.0	0.0	0.0
	E	L	0.8	2.5	1.7
		A	2.2	7.3	2.9
		T	1.6	5.1	2.3
	T	L	0.8	2.5	1.7
		A	2.2	7.3	2.9
		T	1.6	5.1	2.3

Table 10-1 (continued)

	I/E[c]	Sample[d]	Per cent of practitioners[b] who...					%[e]
			A	D	?	R	T	
H YOUR SITUATION	I	L	0.0	0.0	0.0	0.0	0.0	0.0
		A	0.0	0.0	0.0	0.0	0.0	0.0
		T	0.0	0.0	0.0	0.0	0.0	0.0
	E	L	0.0	0.0	0.8	0.0	0.0	0.8
		A	0.7	0.0	0.0	0.0	0.0	0.7
		T	0.4	0.0	0.4	0.0	0.0	0.8
	T	L	0.0	0.0	0.8	0.0	0.0	0.8
		A	0.7	0.0	0.0	0.0	0.0	0.7
		T	0.4	0.0	0.4	0.0	0.0	0.8
t way to deal with a tuation.	I	L	0.0	2.5	0.0	0.8	0.0	3.3
		A	0.7	0.0	0.0	0.0	0.7	1.5
		T	0.4	1.2	0.0	0.4	0.4	2.3
	E	L	6.7	15.8	0.0	0.0	0.0	22.5
		A	8.0	20.4	1.5	2.2	0.7	32.8
		T	7.4	18.3	0.8	1.2	0.4	28.0
	T	L	6.7	18.3	0.0	0.8	0.0	25.8
		A	8.8	20.4	1.5	2.2	1.5	34.3
		T	7.8	19.5	0.8	1.6	0.8	30.4
tics change too fast.	I	L	0.0	0.0	0.0	0.0	0.0	0.0
		A	0.0	0.0	0.0	0.0	0.0	0.0
		T	0.0	0.0	0.0	0.0	0.0	0.0
	E	L	0.8	2.5	1.7	0.0	0.0	5.0
		A	2.2	7.3	2.9	0.0	0.7	13.1
		T	1.6	5.1	2.3	0.0	0.4	9.3
	T	L	0.8	2.5	1.7	0.0	0.0	5.0
		A	2.2	7.3	2.9	0.0	0.7	13.1
		T	1.6	5.1	2.3	0.0	0.4	9.3

(continued)

Table 10-1 (continued)

TEXT	I/E[c]	Sample[d]	Per cent of practit		
			A	D	?
94) Your own thoughts about the situation change.	I	L	0.0	0.0	0.0
		A	0.0	0.0	0.0
		T	0.0	0.0	0.0
	E	L	8.3	0.0	0.0
		A	10.9	0.0	0.0
		T	9.7	0.0	0.0
	T	L	8.3	0.0	0.0
		A	10.9	0.0	0.0
		T	9.7	0.0	0.0
95) Some helpful things seem to happen just by accident.	I	L	0.0	0.0	0.0
		A	0.7	0.0	0.7
		T	0.4	0.0	0.4
	E	L	9.2	0.0	0.0
		A	10.2	2.2	1.5
		T	9.7	1.2	0.8
	T	L	9.2	0.0	0.0
		A	10.9	2.2	2.2
		T	10.1	1.2	1.2
96) You happen to run into someone who can help.	I	L	0.0	0.0	0.0
		A	0.0	0.0	0.0
		T	0.0	0.0	0.0
	E	L	3.3	0.0	0.0
		A	8.8	0.0	0.7
		T	6.2	0.0	0.4
	T	L	3.3	0.0	0.0
		A	8.8	0.0	0.7
		T	6.2	0.0	0.4

Table 10-1 (continued)

			Per cent of practitioners[b] who...					Σ[e]
	I/E[c]	Sample[d]	A	D	?	R	T	
ts about the situation	I	L	0.0	0.0	0.0	0.0	0.0	0.0
		A	0.0	0.0	0.0	0.0	0.0	0.0
		T	0.0	0.0	0.0	0.0	0.0	0.0
	E	L	8.3	0.0	0.0	0.8	0.0	9.2
		A	10.9	0.0	0.0	0.0	1.5	12.4
		T	9.7	0.0	0.0	0.4	0.8	10.9
	T	L	8.3	0.0	0.0	0.8	0.0	9.2
		A	10.9	0.0	0.0	0.0	1.5	12.4
		T	9.7	0.0	0.0	0.4	0.8	10.9
ings seem to happen t.	I	L	0.0	0.0	0.0	0.0	0.0	0.0
		A	0.7	0.0	0.7	0.0	0.0	1.5
		T	0.4	0.0	0.4	0.0	0.0	0.8
	E	L	9.2	0.0	0.0	0.8	0.0	10.0
		A	10.2	2.2	1.5	0.7	2.9	17.5
		T	9.7	1.2	0.8	0.8	1.6	14.0
	T	L	9.2	0.0	0.0	0.8	0.0	10.0
		A	10.9	2.2	2.2	0.7	2.9	19.0
		T	10.1	1.2	1.2	0.8	1.6	14.8
un into someone	I	L	0.0	0.0	0.0	0.0	0.0	0.0
		A	0.0	0.0	0.0	0.0	0.0	0.0
		T	0.0	0.0	0.0	0.0	0.0	0.0
	E	L	[illegible]	0.0	0.0	0.8	0.0	4.2
		A	8.8	0.0	0.7	0.7	1.5	11.7
		T	6.2	0.0	0.4	0.8	0.8	8.2
	T	L	3.3	0.0	0.0	0.8	0.0	4.2
		A	8.8	0.0	0.7	0.7	1.5	11.7
		T	6.2	0.0	0.4	0.8	0.8	8.2

(continued)

Table 10-1 (continued)

TEXT	I/E[c]	Sample[d]	Per cent of pra		
			A	D	?
97) You run across a piece of useful information.	I	L	0.0	0.0	0
		A	0.7	0.0	0
		T	0.4	0.0	0
	E	L	7.5	0.0	0
		A	8.0	0.0	0
		T	7.8	0.0	0
	T	L	7.5	0.0	0
		A	8.8	0.0	0
		T	8.2	0.0	0
98) You suddenly understand something you didn't before.	I	L	0.0	0.0	0
		A	0.0	0.0	0
		T	0.0	0.0	0
	E	L	8.3	0.0	0
		A	16.8	0.0	0
		T	12.8	0.0	0.
	T	L	8.3	0.0	0.
		A	16.8	0.0	0.
		T	12.8	0.0	0.
99) Sometimes, you may want to take a less active role in dealing with your problem -- put it out of mind or just observe for a while.	I	L	2.5	1.7	0.
		A	2.2	0.7	0.
		T	2.3	1.2	0.
	E	L	21.7	0.0	0.
		A	25.5	4.4	0.
		T	23.7	2.3	0.
	T	L	24.2	1.7	0.
		A	26.3	5.1	0.
		T	25.3	3.5	0.

Table 10-1 (continued)

	I/E[c]	Sample[d]	Per cent of practitioners[b] who...					Σ^e
			A	D	?	R	T	
iece of useful	I	L	0.0	0.0	0.0	0.0	0.0	0.0
		A	0.7	0.0	0.0	0.0	0.0	0.7
		T	0.4	0.0	0.0	0.0	0.0	0.4
	E	L	7.5	0.0	0.0	0.0	0.0	7.5
		A	8.0	0.0	0.0	0.0	1.5	9.5
		T	7.8	0.0	0.0	0.0	0.8	8.6
	T	L	7.5	0.0	0.0	0.0	0.0	7.5
		A	8.8	0.0	0.0	0.0	1.5	10.2
		T	8.2	0.0	0.0	0.0	0.8	8.9
stand something you	I	L	0.0	0.0	0.0	0.0	0.0	0.0
		A	0.0	0.0	0.0	0.0	0.0	0.0
		T	0.0	0.0	0.0	0.0	0.0	0.0
	E	L	8.3	0.0	0.0	1.7	0.0	10.0
		A	16.8	0.0	0.0	0.0	0.7	17.5
		T	12.8	0.0	0.0	0.8	0.4	14.0
	T	L	8.3	0.0	0.0	1.7	0.0	10.0
		A	16.8	0.0	0.0	0.0	0.7	17.5
		T	12.8	0.0	0.0	0.8	0.4	14.0
want to take a dealing with your ut of mind or just .	I	L	2.5	1.7	0.0	0.0	0.0	4.2
		A	2.2	0.7	0.0	0.0	0.0	2.9
		T	2.3	1.2	0.0	0.0	0.0	3.5
	E	L	21.7	0.0	0.0	0.0	2.5	24.2
		A	25.5	4.4	0.7	0.0	2.9	33.6
		T	23.7	2.3	0.4	0.0	2.7	29.2
	T	L	24.2	1.7	0.0	0.0	2.5	28.3
		A	26.3	5.1	0.7	0.0	2.9	34.3
		T	25.3	3.5	0.4	0.0	2.7	31.5

(continued)

Table 10-1 (continued)

TEXT			Per cent of pra	
	I/E^c	Sample^d	A	D
*PARAGRAPH AVERAGES^f	I	L	0.3	0.5
		A	0.5	0.1
		T	0.4	0.3
	E	L	7.3	2.0
		A	6.3	2.6
		T	8.8	3.0
	T	L	7.6	2.5
		A	10.5	3.9
		T	9.1	[illegible]
100) When you do take an active role, there are some alternatives that are helpful and don't necessarily come naturally.	I	L	0.8	0.0
		A	0.7	0.0
		T	0.8	0.0
	E	L	3.3	0.0
		A	11.7	1.5
		T	7.8	0.8
	T	L	4.2	0.0
		A	11.7	1.5
		T	8.2	0.8
101) One is the need to focus on yourself -- your own behavior and your ideas, thoughts, and emotions.	I	L	0.8	0.0
		A	5.1	0.0
		T	3.1	0.0
	E	L	12.5	0.8
		A	24.8	0.0
		T	19.1	0.4
	T	L	13.1	0.8
		A	26.3	0.0
		T	20.2	0.4

Table 10-1 (continued)

	I/E[c]	Sample[d]	Per cent of practitioners[b] who... A	D	?	R	T	Σ[e]
	I	L	0.3	0.5	0.0	0.1	0.0	0.8
		A	0.5	0.1	0.1	0.0	0.1	0.7
		T	0.4	0.3	0.0	0.0	0.0	0.8
	E	L	7.3	2.0	0.3	0.4	0.3	10.4
		A	6.3	2.6	0.3	0.3	0.8	10.4
		T	8.8	3.0	0.6	0.4	0.9	13.7
	T	L	7.6	2.5	0.3	0.5	0.3	11.2
		A	10.5	3.9	0.9	0.4	1.5	17.0
		T	9.1	3.3	0.6	0.5	[illegible]	14.3
n active role, ternatives that on't necessarily	I	L	0.8	[illegible]	0.0	0.0	0.0	0.8
		A	0.7	0.0	0.0	0.7	0.7	2.2
		T	0.8	0.0	0.0	0.4	0.4	1.6
	E	L	3.3	0.0	0.8	1.7	0.8	6.7
		A	11.7	1.5	1.5	2.9	1.5	19.0
		T	7.8	0.8	1.2	2.3	1.2	13.2
	T	L	4.2	0.0	0.8	1.7	0.8	7.5
		A	11.7	1.5	1.5	3.6	1.5	19.7
		T	8.2	0.8	1.2	2.7	1.2	14.0
o focus on yourself ior and your ideas, tions.	I	L	0.8	0.0	0.0	0.0	0.0	0.8
		A	5.1	0.0	0.0	0.0	1.5	6.6
		T	3.1	0.0	0.0	0.0	0.8	3.9
	E	L	12.5	0.8	1.7	2.5	1.7	19.2
		A	24.8	0.0	0.7	0.7	2.2	28.5
		T	19.1	0.4	1.2	1.6	1.9	24.1
	T	L	13.1	0.8	1.7	2.5	1.7	20.0
		[illegible]	26.3	0.0	0.7	0.7	2.9	30.7
		T	20.2	0.4	1.2	1.6	2.3	25.7

(continued)

Table 10-1 (continued)

TEXT	I/E[c]	Sample[d]	Per cent of pr	
			A	D
102) If you are going to get a handle on your situation, you need to understand and make sense out of it in your own mind.	I	L	1.7	0.0
		A	1.5	0.0
		T	1.6	0.0
	E	L	20.0	1.7
		A	27.7	0.7
		T	24.1	1.2
	T	L	21.7	1.7
		A	28.5	0.7
		T	25.3	1.2
103) This suggestion contradicts some advice that says you ought to collect information and weigh possibilities.	I	L	0.0	0.8
		A	0.0	0.0
		T	0.0	0.4
	E	L	3.3	1.7
		A	2.2	6.6
		T	2.7	4.3
	T	L	3.3	2.5
		A	2.2	6.6
		T	2.7	4.7
104) But, you need time to understand the impact of events on you personally.	I	L	1.7	0.0
		A	1.5	0.0
		T	1.6	0.0
	E	L	7.5	0.0
		A	13.9	0.0
		T	10.9	0.0
	T	L	9.2	0.0
		A	14.6	0.0
		T	12.1	0.0

Table 10-1 (continued)

	I/E[c]	Sample[d]	Per cent of practitioners[b] who... A	D	?	R	T	χ^e
going to get a handle on ion, you need to understand nse out of it in your own	I	L	1.7	0.0	0.0	0.0	0.0	1.7
		A	1.5	0.0	0.0	0.7	0.0	2.2
		T	1.6	0.0	0.0	0.4	0.0	1.9
	E	L	20.0	1.7	0.0	1.7	1.7	25.0
		A	27.7	0.7	0.0	0.7	0.7	29.9
		T	24.1	1.2	0.0	1.2	1.2	27.6
	T	L	21.7	1.7	0.0	1.7	1.7	26.7
		A	28.5	0.7	0.0	1.5	0.7	31.4
		T	25.3	1.2	0.0	1.6	1.2	29.2
tion contradicts some says you ought to formation and weigh es.	I	L	0.0	0.8	0.0	0.8	0.0	1.7
		A	0.0	0.0	0.0	0.7	0.7	1.5
		T	0.0	0.4	0.0	0.8	0.4	1.6
	E	L	3.3	1.7	3.3	5.0	0.8	14.2
		A	2.2	6.6	5.8	2.2	1.5	18.2
		T	2.7	4.3	4.7	3.5	1.2	16.3
	T	L	3.3	2.5	3.3	5.8	0.8	15.8
		A	2.2	6.6	5.8	2.9	2.2	19.7
		T	2.7	4.7	4.7	4.3	1.6	17.9
ed time to understand of events on you personally.	I	L	1.7	0.0	0.0	0.0	0.8	2.5
		A	1.5	0.0	0.0	0.0	0.0	1.5
		T	1.6	0.0	0.0	0.0	0.4	1.9
	E	L	7.5	0.0	0.8	0.8	0.8	10.0
		A	13.9	0.0	0.0	2.2	0.0	16.1
		T	10.9	0.0	0.4	1.6	0.4	13.2
	T	L	9.2	0.0	0.8	0.8	1.7	12.5
		A	14.6	0.0	0.0	2.2	0.0	16.8
		T	12.1	0.0	0.4	1.6	0.8	14.8

(continued)

Table 10-1 (continued)

TEXT	I/E[c]	Sample[d]	Per cent of pra A	D	?
105) It's not selfish, it's necessary.	I	L	0.8	0.0	0.
		A	2.9	0.0	0.
		T	1.9	0.0	0.
	E	L	13.3	0.8	1.
		A	28.5	0.0	0.
		T	21.4	0.4	1.
	T	L	14.2	0.8	1.
		A	29.9	0.0	0.
		T	22.6	0.4	1.
*PARAGRAPH AVERAGES[f]	I	L	1.0	0.1	0.
		A	[illegible].0	0.0	0.
		T	1.5	0.1	0.
	E	L	10.0	0.8	1.
		A	18.1	1.5	1.
		T	14.3	1.2	1.
	T	L	10.9	1.0	1.
		A	18.9	1.5	1.
		T	15.2	1.2	1.
106) Another thing you can do that doesn't come naturally is to try a number of different approaches in dealing with your situation.	I	L	0.8	1.7	0.
		A	0.0	0.7	0.
		T	0.4	1.2	0.
	E	L	5.[illegible]	4.2	1.
		A	16.1	0.0	0.
		T	11.3	1.9	1.
	T	L	6.7	0.8	1.
		A	16.1	0.7	0.
		T	11.7	3.1	[illegible]

Table 10-1 (continued)

	I/E[c]	Sample[d]	Per cent of practitioners[b] who... N	D	?	R	T	χ[e]
fish, it's necessary.	I	L	0.8	0.0	0.0	0.8	0.0	1.7
		A	2.9	0.0	0.0	0.0	0.7	3.6
		T	1.9	0.0	0.0	0.4	0.4	2.7
	E	L	13.3	0.8	1.7	0.0	2.5	18.3
		A	28.5	0.0	0.7	3.6	5.1	38.0
		T	21.4	0.4	1.2	1.9	3.9	28.8
	T	L	14.2	0.8	1.7	0.8	2.5	20.0
		A	29.9	0.0	0.7	3.6	5.1	39.4
		T	22.6	0.4	1.2	2.3	3.9	30.4
AGES[f]	I	L	1.0	0.1	0.0	0.3	0.1	1.5
		A	2.0	0.0	0.0	0.3	0.6	2.9
		T	1.5	0.1	0.0	0.3	0.4	2.3
	E	L	10.0	0.8	1.4	1.9	1.4	15.6
		A	18.1	1.5	1.4	2.0	1.8	24.9
		T	14.3	1.2	1.4	2.0	1.6	20.5
	T	L	10.9	1.0	1.4	2.2	1.5	17.1
		A	18.9	1.5	1.5	2.4	2.1	26.3
		T	15.2	1.2	1.4	2.3	1.8	22.0
g you can do that doesn't ly is to try a number of proaches in dealing with on.	I	L	0.8	1.7	0.0	0.0	0.0	2.5
		A	0.0	0.7	0.0	0.0	0.0	0.7
		T	0.4	1.2	0.0	0.0	0.0	1.6
	E	L	5.8	4.2	1.7	0.8	0.0	12.5
		A	16.1	0.0	0.7	0.7	1.5	19.0
		T	11.3	1.9	1.2	0.8	0.8	16.0
	T	L	6.7	0.8	1.7	0.8	0.0	14.2
		A	16.1	0.7	0.7	0.7	1.5	19.0
		T	11.7	3.1	1.2	0.8	0.8	16.7

(continued)

Table 10-1 (continued)

TEXT	I/E[c]	Sample[d]	Per cent of A	Per cent of D
107) Many of us think we ought to use a knowledge approach, like reading something or getting information.	I	L	0.0	0.0
		A	2.2	0.7
		T	1.2	0.4
	E	L	6.7	2.5
		A	10.2	2.2
		T	8.6	2.3
	T	L	6.7	2.5
		A	10.9	2.9
		T	8.9	2.7
108) Many experts tell us we ought to take a decision approach and eliminate and compare alternatives.	I	L	0.0	0.0
		A	0.7	0.0
		T	0.4	0.0
	E	L	5.8	0.8
		A	5.8	2.2
		T	5.8	1.6
	T	L	5.8	0.8
		A	5.8	2.2
		T	5.8	1.6
109) Yet, there are a number of other ways to approach situations.	I	L	0.0	0.0
		A	0.0	0.0
		T	0.0	0.0
	E	L	1.7	0.8
		A	6.6	0.0
		T	4.3	0.4
	T	L	1.7	0.8
		A	6.6	0.0
		T	4.3	0.4

Table 10-1 (continued)

	I/E[c]	Sample[d]	Per cent of practitioners[b] who...					χ[e]
			A	D	?	R	T	
e ought to use a , like reading ing information.	I	L	0.0	0.0	0.0	0.0	0.0	0.0
		A	2.2	0.7	0.0	0.0	0.0	2.9
		T	1.2	0.4	0.0	0.0	0.0	1.6
	E	L	6.7	2.5	0.8	0.0	0.8	10.8
		A	10.2	2.2	0.0	1.5	2.9	16.8
		T	8.6	2.3	0.4	0.8	1.9	14.0
	T	L	6.7	2.5	0.8	0.0	0.8	10.9
		A	10.9	2.9	0.0	1.5	2.9	17.5
		T	8.9	2.7	0.4	0.8	1.9	14.4
us we ought to proach and are alternatives.	I	L	0.0	0.0	0.0	0.0	0.0	0.0
		A	0.7	0.0	0.0	0.7	0.0	1.5
		T	0.4	0.0	0.0	0.4	0.0	0.8
	E	L	5.8	0.8	0.8	0.8	0.3	9.2
		A	5.8	2.2	2.2	2.2	3.6	16.1
		T	5.8	1.6	1.6	1.6	2.3	12.8
	T	L	5.8	0.8	0.8	0.8	0.8	9.2
		A	5.8	2.2	2.2	2.9	3.6	16.8
		T	5.8	1.6	1.6	1.9	2.3	13.2
umber of other ituations.	I	L	0.0	0.0	0.0	0.0	0.0	0.0
		A	0.0	0.0	0.0	0.0	0.0	0.0
		T	0.0	0.0	0.0	0.0	0.0	0.0
	E	L	1.7	0.8	0.0	0.0	0.8	3.3
		A	6.6	0.0	0.7	0.0	0.7	8.0
		T	4.3	0.4	0.4	0.0	0.8	5.8
	T	L	1.7	0.8	0.0	0.0	0.8	3.3
		A	6.6	0.0	0.7	0.0	0.7	8.0
		T	4.3	0.4	0.4	0.0	0.8	5.8

(continued)

Table 10-1 (continued)

TEXT			Per cent of	
	I/E^c	Sample^d	A	D
110) You can take an interpersonal approach -- talking to others, complaining.	I	L	1.7	0.0
		A	4.4	0.0
		T	3.1	0.0
	E	L	3.3	5.0
		A	4.4	6.6
		T	3.9	5.8
	T	L	5.0	5.0
		A	8.0	6.6
		T	6.6	5.8
111) Or, you can take an emotional approach -- getting emotional and angry and constantly worrying about the situation.	I	L	0.0	2.5
		A	0.7	2.2
		T	0.4	2.3
	E	L	1.7	11.7
		A	3.6	16.1
		T	2.7	14.0
	T	L	1.7	14.2
		A	4.4	17.5
		T	3.1	16.0
112) You can also take a getting-someone-to-help approach -- asking for advice or assistance.	I	L	0.8	0.0
		A	2.2	0.0
		T	1.6	0.0
	E	L	9.2	0.8
		A	16.8	1.5
		T	13.2	1.2
	T	L	10.0	0.8
		A	17.5	1.5
		T	14.0	1.2

Table 10-1 (continued)

	I/E[c]	Sample[d]	Per cent of practitioners[b] who... A	D	?	R	T	Z[a]
terpersonal g to others,	I	L	1.7	0.0	0.0	0.0	0.0	1.7
		A	4.4	0.0	0.0	0.0	0.0	4.4
		T	3.1	0.0	0.0	0.0	0.0	3.1
	E	L	3.3	5.0	0.8	0.0	0.0	9.2
		A	4.4	6.6	0.0	0.7	0.7	12.4
		T	3.9	5.8	0.4	0.4	0.4	10.9
	T	L	5.0	5.0	0.8	0.0	0.0	10.8
		A	8.0	6.6	0.0	0.7	0.7	13.9
		T	6.6	5.8	0.4	0.4	0.4	12.5
n emotional g emotional and ly worrying about	I	L	0.0	2.5	0.0	0.0	0.0	2.5
		A	0.7	2.2	0.0	0.0	1.5	4.4
		T	0.4	2.3	0.0	0.0	0.8	3.5
	E	L	1.7	11.7	0.8	0.0	1.7	15.8
		A	3.6	16.1	0.7	0.7	2.9	24.1
		T	2.7	14.0	0.8	0.4	2.3	20.2
	T	L	1.7	14.2	0.8	0.0	1.7	18.3
		A	4.4	17.5	0.7	0.7	4.4	27.0
		T	3.1	16.0	0.8	0.4	3.1	23.0
getting-someone- - asking for ce.	I	L	0.8	0.0	0.0	1.7	0.0	2.5
		A	2.2	0.0	0.0	0.0	0.0	2.2
		T	1.6	0.0	0.0	0.8	0.0	2.3
	E	L	9.2	0.8	0.0	0.0	1.7	11.7
		A	16.8	1.5	0.7	0.7	0.7	20.4
		T	13.2	1.2	0.4	0.4	1.2	16.3
	T	L	10.0	0.8	0.0	1.7	1.7	14.2
		A	17.5	1.5	0.7	0.7	0.7	20.4
		T	14.0	1.2	0.4	1.2	1.2	17.5

(continued)

Table 10-1 (continued)

TEXT	I/E[c]	Sample[d]	Per cent of practi		
			A	D	?
113) Or, you can take an in-your-head approach -- thinking about the situation and trying to change your view of it.	I	L	0.0	0.0	1.7
		A	1.5	0.0	0.7
		T	0.8	0.0	1.2
	E	L	7.5	3.3	1.7
		A	16.8	4.4	1.5
		T	12.5	3.9	1.6
	T	L	7.5	3.3	3.3
		A	16.8	4.4	2.2
		T	12.5	3.9	2.7
*PARAGRAPH AVERAGES[f]	I	L	0.4	0.5	0.2
		A	1.5	0.4	0.1
		T	1.0	0.5	0.1
	E	L	5.2	3.6	0.8
		A	10.0	4.1	0.8
		T	7.8	3.9	0.8
	T	L	5.6	3.5	1.0
		A	10.8	4.5	0.9
		T	8.4	4.3	1.0
114) One thing that is useful is to try more approaches.	I	L	0.0	0.0	0.0
		A	0.0	0.0	0.0
		T	0.0	0.0	0.0
	E	L	11.7	0.0	1.7
		A	17.5	0.0	1.5
		T	14.8	0.0	1.6
	T	L	11.7	0.0	1.7
		A	17.5	0.0	1.5
		T	14.8	0.0	1.6

Table 10-1 (continued)

			Per cent of practitioners[b] who...					
	I/E[c]	Sample[d]	A	D	?	R	T	Σ[e]
an in-your-head king about the ying to change your	I	L	0.0	0.0	1.7	0.0	0.0	1.7
		A	1.5	0.0	0.7	1.5	0.0	3.6
		T	0.8	0.0	1.2	0.8	0.0	2.7
	E	L	7.5	3.3	1.7	0.8	4.2	17.5
		A	16.8	4.4	1.5	2.2	4.4	29.2
		T	12.5	3.9	1.6	1.6	4.3	23.7
	T	L	7.5	3.3	3.3	0.8	4.2	19.2
		A	16.8	4.4	2.2	3.6	4.4	30.7
		T	12.5	3.9	2.7	2.3	4.3	25.3
f	I	L	0.4	0.5	0.2	0.2	0.0	1.4
		A	1.5	0.4	0.1	0.3	0.2	2.5
		T	1.0	0.5	0.1	0.2	0.1	1.9
	E	L	5.2	3.6	0.8	0.3	1.2	11.2
		A	10.0	4.1	0.8	1.1	2.2	18.2
		T	7.8	3.9	0.8	0.7	1.7	15.0
	T	L	5.6	3.5	1.0	0.5	1.2	12.5
		A	10.8	4.5	0.9	1.3	2.4	19.2
		T	8.4	4.3	1.0	1.0	1.8	16.0
useful is to try	I	L	0.0	0.0	0.0	0.0	0.0	0.0
		A	0.0	0.0	0.0	0.0	0.0	0.0
		T	0.0	0.0	0.0	0.0	0.0	0.0
	E	L	11.7	0.0	1.7	0.0	2.5	15.8
		A	17.5	0.0	1.5	2.9	0.7	22.6
		T	14.8	0.0	1.6	1.6	1.6	19.5
	T	L	11.7	0.0	1.7	0.0	2.5	15.8
		A	17.5	0.0	1.5	2.9	0.7	22.6
		T	14.8	0.0	1.6	1.6	1.6	19.5

(continued)

Table 10-1 (continued)

TEXT	I/E[c]	Sample[d]	Per cent of pract		
			A	D	?
115) If you are stuck on one approach, it might be helpful to try another.	I	L	0.0	0.0	0.0
		A	0.0	0.7	0.0
		T	0.0	0.4	0.0
	E	L	15.0	0.0	0.0
		A	26.3	0.0	0.0
		T	21.0	0.4	0.0
	T	L	15.0	0.0	0.0
		A	26.3	1.5	0.0
		T	21.0	0.8	0.0
116) Another thing that is useful is to try to fit the approach you are using to your picture of the situation.	I	L	0.8	0.0	0.0
		A	0.7	0.0	0.0
		T	0.8	0.0	0.0
	E	L	5.8	0.0	0.0
		A	10.2	0.0	3.6
		T	8.2	0.0	1.9
	T	L	6.7	0.0	0.0
		A	10.9	0.0	3.6
		T	8.9	0.0	1.9
117) Chances are if you are in a situation in which you see yourself as worried and out of control, it will be helpful to talk to other people, complain, and get angry.	I	L	0.0	1.7	0.0
		A	5.1	2.2	0.0
		T	2.7	1.9	0.0
	E	L	5.0	11.7	1.7
		A	8.8	18.2	3.6
		T	7.0	15.2	2.7
	T	L	5.0	13.3	1.7
		A	12.4	19.0	3.6
		T	8.9	16.3	2.7

Table 10-1 (continued)

	I/E[c]	Sample[d]	Per cent of practitioners[b] who...					%[e]
			A	D	?	R	T	
on one approach, it to try another.	I	L	0.0	0.0	0.0	0.0	0.0	0.0
		A	0.0	0.7	0.0	0.0	0.0	0.7
		T	0.0	0.4	0.0	0.0	0.0	0.4
	E	L	15.0	0.0	0.0	0.0	0.0	15.0
		A	26.3	0.0	0.0	0.0	0.0	27.0
		T	21.0	0.4	0.0	0.0	0.0	21.4
	T	L	15.0	0.0	0.0	0.0	0.0	15.0
		A	26.3	1.5	0.0	0.0	0.0	27.0
		T	21.0	0.8	0.0	0.0	0.0	21.4
at is useful is to pproach you are using of the situation.	I	L	0.8	0.0	0.0	0.0	0.0	0.8
		A	0.7	0.0	0.0	1.5	0.0	2.2
		T	0.8	0.0	0.0	0.8	0.0	1.6
	E	L	5.8	0.0	0.0	1.7	0.8	8.3
		A	10.2	0.0	3.6	2.9	0.7	17.5
		T	8.2	0.0	1.9	2.3	0.8	13.2
	T	L	6.7	0.0	0.0	1.7	0.8	9.2
		A	10.9	0.0	3.6	4.4	0.7	19.7
		T	8.9	0.0	1.9	3.1	0.8	14.8
ou are in a situation yourself as worried rol, it will be to other people, t angry.	I	L	0.0	1.7	0.0	0.8	0.0	2.5
		A	5.1	2.2	0.0	0.7	0.0	8.0
		T	2.7	1.9	0.0	0.8	0.0	5.4
	E	L	5.0	11.7	1.7	1.7	1.7	21.7
		A	8.8	16.2	3.6	1.5	1.5	33.6
		T	7.0	15.2	2.7	1.6	1.6	34.2
	T	L	5.0	13.3	1.7	2.5	1.7	23.3
		A	12.4	19.0	3.6	2.2	1.5	34.3
		T	8.9	16.3	2.7	2.3	1.6	29.2

(continued)

Table 10-1 (continued)

TEXT	I/E[c]	Sample[d]	Per cent of	
			A	D
118) If you are trying to get around an obstacle (like a bureaucracy), it may be more helpful to get outside help.	I	L	0.0	0.0
		A	0.0	0.0
		T	0.0	0.0
	E	L	17.5	0.8
		A	37.2	3.6
		T	28.0	2.3
	T	L	17.5	0.8
		A	37.2	3.6
		T	28.0	2.3
*PARAGRAPH AVERAGES[f]	I	L	0.2	0.3
		A	1.2	0.6
		T	0.7	0.5
	E	L	11.0	2.5
		A	20.0	4.4
		T	15.8	3.6
	T	L	11.2	2.8
		A	20.9	4.8
		T	16.3	3.9
119) It's important to know, however, that complaining to others and getting angry or emotional aren't the most useful approaches, even though they are often used.	I	L	10.0	0.8
		A	13.1	2.9
		T	11.7	1.9
	E	L	22.5	1.7
		A	24.1	2.9
		T	23.3	2.3
	T	L	32.5	2.5
		A	35.0	5.8
		T	33.9	4.3

Table 10-1 (continued)

	I/E[c]	Sample[d]	Per cent of practitioners[b] who... A	D	?	R	T	Σ[e]
to get around a bureaucracy), pful to get outside	I	L	0.0	0.0	0.8	0.0	0.8	1.7
		A	0.0	0.0	0.7	0.7	0.0	1.5
		T	0.0	0.0	0.8	0.4	0.4	1.6
	E	L	17.5	0.8	2.5	0.8	1.7	23.3
		A	37.2	3.6	0.0	0.7	2.2	43.8
		T	28.0	2.3	1.2	0.8	1.9	34.2
	T	L	17.5	0.8	3.3	0.8	2.5	25.0
		A	37.2	3.6	0.7	1.5	2.2	45.3
		T	28.0	2.3	1.9	1.2	2.3	[illegible]
	I	L	0.2	0.3	0.2	0.2	0.2	1.0
		A	1.2	0.6	0.1	0.6	0.0	2.5
		T	0.7	0.5	0.2	0.4	0.1	1.8
	E	L	11.0	2.5	1.2	0.8	1.3	16.8
		A	20.0	4.4	1.7	1.8	1.0	28.9
		T	15.8	3.6	1.5	1.8	1.2	24.5
	T	L	11.2	2.8	1.3	1.0	1.5	17.7
		A	20.9	4.8	1.9	2.2	1.0	[illegible]
		T	16.3	3.9	1.6	1.6	1.3	24.1
know, however, o others and motional aren't proaches, even ten used.	I	L	10.0	0.8	0.0	0.0	0.0	10.8
		A	13.1	2.9	0.0	1.5	1.5	19.0
		T	11.7	1.9	0.0	0.8	0.8	15.2
	E	L	22.5	1.7	0.8	0.8	0.0	25.8
		A	24.1	2.9	1.5	0.7	0.7	29.9
		T	23.3	2.3	1.2	0.8	0.4	28.0
	T	L	32.5	2.3	0.8	0.8	0.0	36.7
		A	35.0	5.8	1.5	2.2	2.2	46.0
		T	33.9	4.3	1.2	1.6	1.2	41.6

(continued)

Table 10-1 (continued)

TEXT	I/E[c]	Sample[d]	Per cent of A	D
120) Some of the least used approaches for dealing with situations are often judged later as being the most helpful.	I	L	0.0	0.0
		A	0.0	0.0
		T	0.0	0.0
	E	L	4.2	0.8
		A	6.6	0.0
		T	5.4	0.4
	T	L	4.2	0.8
		A	6.6	0.0
		T	5.4	0.4
121) One example is changing your view of the situation.	I	L	0.8	0.0
		A	0.7	0.0
		T	0.8	0.0
	E	L	10.0	0.0
		A	13.9	0.0
		T	12.1	0.0
	T	L	10.8	0.0
		A	14.6	0.0
		T	12.8	0.0
122) People find that very helpful but don't often use it.	I	L	0.0	0.0
		A	0.0	0.0
		T	0.0	0.0
	E	L	3.3	5.0
		A	13.1	0.7
		T	8.6	2.7
	T	L	3.3	5.0
		A	13.1	0.7
		T	8.6	2.7

Table 10-1 (continued)

	I/E[c]	Sample[d]	Per cent of practitioners[b] who... A	D	?	R	T	Σ[e]
used approaches ituations are as being the	I	L	0.0	0.0	0.0	0.0	0.0	0.0
		A	0.0	0.0	0.0	0.0	0.0	0.0
		T	0.0	0.0	0.0	0.0	0.0	0.0
	E	L	4.2	0.8	0.8	5.0	0.8	11.7
		A	6.6	0.0	2.2	5.1	0.7	14.6
		T	5.4	0.4	1.6	5.1	0.8	13.2
	T	L	4.2	0.8	0.8	5.0	0.8	11.7
		A	6.6	0.0	2.2	5.1	0.7	14.6
		T	5.4	0.4	1.6	5.1	0.8	13.2
nging your view	I	L	0.8	0.0	0.0	0.0	0.0	0.8
		A	0.7	0.0	0.0	0.7	0.0	1.5
		T	0.8	0.0	0.0	0.4	0.0	1.2
	E	L	10.0	0.0	1.7	1.7	1.7	15.0
		A	13.9	0.0	2.9	2.2	2.9	21.9
		T	12.1	0.0	2.3	1.9	2.3	18.7
	T	L	10.8	0.0	1.7	1.7	1.7	15.8
		A	14.6	0.0	2.9	2.9	2.9	23.4
		T	12.8	0.0	2.3	2.3	2.3	19.8
ery helpful but .	I	L	0.0	0.0	0.0	0.0	0.0	0.0
		A	0.0	0.0	0.0	0.0	0.0	0.0
		T	0.0	0.0	0.0	0.0	0.0	0.0
	E	L	3.3	5.0	0.8	0.0	0.0	9.2
		A	13.1	0.7	1.5	0.0	2.2	17.5
		T	8.6	2.7	1.2	0.0	1.2	13.6
	T	L	3.3	5.0	0.8	0.0	0.0	9.2
		A	13.1	0.7	1.5	0.0	2.2	17.5
		T	8.6	2.7	1.2	0.0	1.2	13.6

(continued)

Table 10-1 (continued)

TEXT	I/E[c]	Sample[d]	Per cent of	
			A	D
123) Another is getting outside help.	I	L	0.0	0.0
		A	0.0	0.0
		T	0.0	0.0
	E	L	8.3	0.0
		A	21.2	0.0
		T	15.2	0.0
	T	L	8.3	0.0
		A	21.2	0.0
		T	15.2	0.0
*PARAGRAPH AVERAGES[f]	I	L	2.2	0.2
		A	2.8	0.6
		T	2.5	0.4
	E	L	9.7	1.5
		A	15.8	0.7
		T	12.9	1.1
	T	L	11.8	1.7
		A	18.1	1.3
		T	15.2	1.5
124) How do you judge whether something you did was helpful?	I	L	0.0	0.0
		A	0.0	0.0
		T	0.0	0.0
	E	L	0.0	0.0
		A	0.7	0.0
		T	0.4	0.0
	T	L	0.0	0.0
		A	0.7	0.0
		T	0.4	0.0

Table 10-1 (continued)

			Per cent of practitioners[b] who...					
	I/E[c]	Sample[d]	A	D	?	R	T	%[e]
outside help.	I	L	0.0	0.0	0.0	0.0	0.0	0.0
		A	0.0	0.0	0.0	0.0	0.0	0.0
		T	0.0	0.0	0.0	0.0	0.0	0.0
	E	L	8.3	0.0	0.0	0.0	0.0	8.3
		A	21.2	0.0	0.7	2.2	1.5	25.5
		T	15.2	0.0	0.4	1.2	0.8	17.5
	T	L	8.3	0.0	0.0	0.0	0.0	8.3
		A	21.2	0.0	0.7	2.2	1.5	25.5
		T	15.2	0.0	0.4	1.2	0.8	17.5
	I	L	2.2	0.2	0.0	0.0	0.0	2.3
		A	2.8	0.6	0.0	0.3	0.3	3.9
		T	2.5	0.4	0.0	0.2	0.2	3.3
	E	L	9.7	1.5	0.8	1.5	0.5	14.0
		A	15.8	0.7	1.8	2.0	1.6	21.9
		T	12.9	1.1	1.3	1.8	1.1	18.2
	T	L	11.8	1.7	0.8	1.5	0.5	16.3
		A	18.1	1.3	1.8	2.5	1.9	25.4
		T	15.2	1.5	1.3	2.0	1.3	21.1
whether something l?	I	L	0.0	0.0	0.0	0.0	0.0	0.0
		A	0.0	0.0	0.0	0.0	0.0	0.0
		T	0.0	0.0	0.0	0.0	0.0	0.0
	E	L	0.0	0.0	0.0	0.8	0.8	8.3
		A	0.7	0.0	0.0	1.5	2.2	4.4
		T	0.4	0.0	0.0	1.2	1.6	3.1
	T	L	0.0	0.0	0.0	0.8	0.8	1.7
		A	0.7	0.0	0.0	1.5	2.2	4.4
		T	0.4	0.0	0.0	1.2	1.6	3.1

(continued)

Table 10-1 (continued)

TEXT	I/E[c]	Sample[d]	Per cent of	
			A	D
125) You can ask how it helped.	I	L	0.0	0.0
		A	0.0	0.0
		T	0.0	0.0
	E	L	0.0	0.0
		A	1.5	0.0
		T	0.8	0.0
	T	L	0.0	0.0
		A	1.5	0.0
		T	0.9	0.0
126) Did you make progress?	I	L	0.0	0.0
		A	0.0	0.0
		T	0.0	0.0
	E	L	0.0	0.0
		A	5.1	0.0
		T	2.7	0.0
	T	L	0.0	0.0
		A	5.1	0.0
		T	2.7	0.0
127) Did you get social support and reassurance?	I	L	0.8	0.0
		A	0.0	0.0
		T	0.4	0.0
	E	L	0.0	0.0
		A	4.4	0.0
		T	2.3	0.0
	T	L	0.8	0.0
		A	4.4	0.0
		T	2.7	0.0

Table 10-1 (continued)

	I/E[c]	Sample[d]	Per cent of practitioners[b] who... A	D	?	R	T	Σ[e]
helped.	I	L	0.0	0.0	0.0	0.0	0.0	0.0
		A	0.0	0.0	0.0	0.0	0.0	0.0
		T	0.0	0.0	0.0	0.0	0.0	0.0
	E	L	0.0	0.0	0.8	0.8	0.0	1.7
		A	1.5	0.0	0.7	0.0	1.5	4.4
		T	0.8	0.0	0.8	0.4	0.8	2.7
	T	L	0.0	0.0	0.8	0.8	0.0	1.7
		A	1.5	0.0	0.7	0.0	1.5	3.6
		T	0.9	0.0	0.8	0.4	0.8	2.7
ress?	I	L	0.0	0.0	0.0	0.0	0.0	0.0
		A	0.0	0.0	0.0	0.0	0.0	0.0
		T	0.0	0.0	0.0	0.0	0.0	0.0
	E	L	0.0	0.0	0.0	0.0	0.0	0.0
		A	5.1	0.0	0.0	1.5	1.5	8.0
		T	2.7	0.0	0.0	0.8	0.8	4.3
	T	L	0.0	0.0	0.0	0.0	0.0	0.0
		A	5.1	0.0	0.0	1.5	1.5	8.0
		T	2.7	0.0	0.0	0.8	0.8	4.3
l support and	I	L	0.8	0.0	0.8	0.0	0.0	1.7
		A	0.0	0.0	0.0	0.0	0.0	0.0
		T	0.4	0.0	0.4	0.0	0.0	0.8
	E	L	0.0	0.0	0.0	0.0	0.0	0.0
		A	4.4	0.0	0.0	0.7	0.7	5.8
		T	2.3	0.0	0.0	0.4	0.4	3.1
	T	L	0.8	0.0	0.8	0.0	0.0	1.7
		A	4.4	0.0	0.0	0.7	0.7	5.8
		T	2.7	0.0	0.4	0.4	0.4	3.9

(continued)

Table 10-1 (continued)

TEXT	I/E[c]	Sample[d]	Per cent of	
			A	D
128) Did you gain self control?	I	L	0.0	0.0
		A	0.0	0.0
		T	0.0	0.0
	E	L	0.0	0.0
		A	2.9	0.0
		T	1.6	0.0
	T	L	0.0	0.0
		A	2.9	0.0
		T	1.6	0.0
129) Did things become clearer?	I	L	0.0	0.0
		A	0.0	0.0
		T	0.0	0.0
	E	L	0.8	0.0
		A	5.8	0.0
		T	3.5	0.0
	T	L	0.8	0.0
		A	5.8	0.0
		T	3.5	0.0
130) Were you better able to plan?	I	L	0.0	0.0
		A	0.0	0.0
		T	0.0	0.0
	E	L	0.8	0.8
		A	5.1	0.0
		T	3.1	0.4
	T	L	0.8	0.8
		A	5.1	0.0
		T	3.1	0.4

Table 10-1 (continued)

	I/E[c]	Sample[d]	Per cent of practitioners[b] who...					Σ[e]
			A	D	?	R	T	
self control?	I	L	0.0	0.0	0.0	0.0	0.0	0.0
		A	0.0	0.0	0.0	0.0	0.0	0.0
		T	0.0	0.0	0.0	0.0	0.0	0.0
	E	L	0.0	0.0	0.0	0.0	0.0	0.0
		A	2.9	0.0	0.0	0.0	0.7	3.6
		T	1.6	0.0	0.0	0.0	0.4	1.9
	T	L	0.0	0.0	0.0	0.0	0.0	0.0
		A	2.9	0.0	0.0	0.0	0.7	3.6
		T	1.6	0.0	0.0	0.0	0.4	1.9
come clearer?	I	L	0.0	0.0	0.0	0.0	0.0	0.0
		A	0.0	0.0	0.0	0.0	0.0	0.0
		T	0.0	0.0	0.0	0.0	0.0	0.0
	E	L	0.8	0.0	0.0	0.0	0.0	0.0
		A	5.8	0.0	0.0	0.0	0.7	6.6
		T	3.5	0.0	0.0	0.0	0.4	3.9
	T	L	0.8	0.0	0.0	0.0	0.0	0.8
		A	5.8	0.0	0.0	0.0	0.7	6.6
		T	3.5	0.0	0.0	0.0	0.4	3.9
er able to plan?	I	L	0.0	0.0	0.0	0.0	0.0	0.0
		A	0.0	0.0	0.0	0.0	0.0	0.0
		T	0.0	0.0	0.0	0.0	0.0	0.0
	E	L	0.8	0.8	0.0	0.0	0.0	1.7
		A	5.1	0.0	0.0	0.7	2.2	8.0
		T	3.1	0.4	0.0	0.4	1.2	5.1
	T	L	0.8	0.8	0.0	0.0	0.0	1.7
		A	5.1	0.0	0.0	0.7	2.2	8.0
		T	3.1	0.4	0.0	0.4	1.2	5.1

(continued)

Table 10-1 (continued)

TEXT	I/E[c]	Sample[d]	Per cent of	
			A	D
131) Each of these is a legitimate outcome and a way of judging whether something was helpful.	I	L	0.8	0.0
		A	0.0	0.7
		T	0.4	0.4
	E	L	5.0	0.0
		A	7.3	0.7
		T	6.2	0.4
	T	L	5.8	0.0
		A	7.3	1.5
		T	6.6	0.8
132) It is important to note that while each of these outcomes can be helpful, some of them have little to do with solving situations in any traditional sense of solution.	I	L	0.0	0.0
		A	0.7	0.7
		T	0.4	0.4
	E	L	5.8	2.5
		A	13.9	1.5
		T	10.1	1.9
	T	L	5.8	2.5
		A	14.6	2.2
		T	10.5	2.3
*PARAGRAPH AVERAGES[f]	I	L	0.2	0.0
		A	0.1	0.2
		T	0.1	0.1
	E	L	1.4	0.4
		A	5.2	0.2
		T	3.4	0.3
	T	L	0.7	0.0
		A	5.3	0.4
		T	3.5	0.4

Table 10-1 (continued)

	I/E[c]	Sample[d]	Per cent of practitioners[b] who... A	D	?	R	I	Σ[e]
is a legitimate outcome udging whether something	I	L	0.8	0.0	0.0	0.0	0.0	0.8
		A	0.0	0.7	0.0	0.0	0.0	0.7
		T	0.4	0.4	0.0	0.0	0.0	0.8
	E	L	5.0	0.0	0.0	0.0	0.0	5.0
		A	7.3	0.7	0.0	0.7	1.5	10.2
		T	6.2	0.4	0.0	0.4	0.8	7.8
	T	L	5.8	0.0	0.0	0.0	0.0	5.8
		A	7.3	1.5	0.0	0.7	1.5	10.9
		T	6.6	0.8	0.0	0.4	0.8	8.6
t to note that while outcomes can be of them have little ving situations in any nse of solution.	I	L	0.0	0.0	0.8	0.8	0.0	1.7
		A	0.7	0.7	0.0	0.0	0.0	1.5
		T	0.4	0.4	0.4	0.4	0.0	1.6
	E	L	5.8	2.5	1.7	5.0	4.2	19.2
		A	13.9	1.5	4.4	8.0	3.6	31.4
		T	10.1	1.9	3.1	6.6	3.9	25.7
	T	L	5.8	2.5	2.5	5.8	4.2	20.8
		A	14.6	2.2	4.4	8.0	3.6	32.8
		T	10.5	2.3	3.5	7.0	3.9	27.2
ES[f]	I	L	0.2	0.0	0.2	0.1	0.0	0.5
		A	0.1	0.2	0.0	0.0	0.0	0.2
		T	0.1	0.1	0.1	0.0	0.0	0.4
	E	L	1.4	0.4	0.3	0.7	0.6	4.3
		A	5.2	0.2	0.6	1.5	1.6	9.2
		T	3.4	0.3	0.4	1.1	1.1	6.4
	T	L	0.7	0.0	0.3	0.3	0.1	1.4
		A	5.3	0.4	0.6	1.5	1.6	9.3
		T	3.5	0.4	0.5	1.2	1.1	6.7

(continued)

Table 10-1 (continued)

TEXT			Per cent o	
	I/E[c]	Sample[d]	A	D
133) While you are working your way through your situation, you should also recall that both the situation and your view of the situation will change.	I	L	0.0	0.0
		A	0.0	0.7
		T	0.0	0.4
	E	L	8.3	0.0
		A	15.3	0.7
		T	12.1	0.4
	T	L	8.3	0.0
		A	15.3	1.5
		T	12.1	0.6
134) This means that what may be useful at one time may not be useful at another.	I	L	1.7	0.0
		A	0.7	0.0
		T	1.2	0.0
	E	L	10.0	0.0
		A	13.1	0.0
		T	11.7	0.0
	T	L	11.7	0.0
		A	13.9	0.0
		T	12.8	0.0
135) No one approach will work for all situations or all points in time.	I	L	0.0	0.0
		A	0.7	0.0
		T	0.4	0.0
	E	L	25.8	0.0
		A	40.9	1.5
		T	33.9	0.8
	T	L	25.8	0.0
		A	41.6	1.5
		T	34.2	0.8

Table 10-1 (continued)

			Per cent of practitioners[b] who...					χ^a
	I/E[c]	Sample[d]	A	D	?	R	T	
orking your way ituation, you should t both the situation f the situation will	I	L	0.0	0.0	0.0	0.0	0.0	0.0
		A	0.0	0.7	0.0	0.0	0.7	1.5
		T	0.0	0.4	0.0	0.0	0.4	0.8
	E	L	8.3	0.0	0.0	0.8	0.8	10.0
		A	15.3	0.7	1.5	1.5	2.2	21.2
		T	12.1	0.4	0.8	1.2	1.6	16.0
	T	L	8.3	0.0	0.0	0.8	0.8	10.0
		A	15.3	1.5	1.5	1.5	2.9	22.6
		T	12.1	0.8	0.8	1.2	1.9	16.7
what may be useful not be useful at	I	L	1.7	0.0	0.0	0.0	0.0	1.7
		A	0.7	0.0	0.0	0.0	0.0	0.7
		T	1.2	0.0	0.0	0.0	0.0	1.2
	E	L	10.0	0.0	0.8	0.0	0.0	10.8
		A	13.1	0.0	1.5	0.0	1.5	16.1
		T	11.7	0.0	1.2	0.0	0.8	13.6
	T	L	11.7	0.0	0.8	0.0	0.0	12.5
		A	13.9	0.0	1.5	0.0	1.5	16.8
		T	12.8	0.0	1.2	0.0	0.8	14.8
will work for all ll points in time.	I	L	0.0	0.0	0.0	0.0	0.0	0.0
		A	0.7	0.0	0.0	0.0	0.0	0.7
		T	0.4	0.0	0.0	0.0	0.0	0.4
	E	L	25.8	0.0	0.8	1.7	0.8	29.2
		A	40.9	1.5	0.0	1.5	0.0	43.8
		T	33.9	0.8	0.4	1.6	0.4	37.0
	T	L	25.8	0.0	0.8	1.7	0.8	29.2
		A	41.6	1.5	0.0	1.5	0.0	44.5
		T	34.2	0.8	0.4	1.6	0.4	37.4

(continued)

Table 10-1 (continued)

TEXT	I/E[c]	Sample	Per cent of	
			A	D
*PARAGRAPH AVERAGES[f]	I	L	0.6	0.0
		A	0.5	0.2
		T	0.5	0.1
	E	L	14.7	0.0
		A	23.1	0.7
		T	19.2	0.4
	T	L	15.3	0.0
		A	23.6	1.0
		T	19.7	0.5
**SECTION AVERAGES[f]	I	L	0.7	0.2
		A	1.2	0.3
		T	1.0	0.3
	E	L	8.5	1.5
		A	14.1	2.0
		T	11.7	1.9
	T	L	9.0	1.6
		A	15.4	2.5
		T	12.5	2.2
136) WHAT ABOUT INFORMATION?	I	L	0.0	0.0
		A	0.0	0.0
		T	0.0	0.0
	E	L	0.0	0.0
		A	0.0	0.0
		T	0.0	0.0
	T	L	0.0	0.0
		A	0.0	0.0
		T	0.0	0.0

Table 10-1 (continued)

	I/E[c]	Sample[d]	Per cent of practitioners[b] who...					Σ[e]
			A	D	?	R	T	
s[f]	I	L	0.6	0.0	0.0	0.0	0.0	0.6
		A	0.5	0.2	0.0	0.0	0.2	1.0
		T	0.5	0.1	0.0	0.0	0.1	0.8
	E	L	14.7	0.0	0.5	0.8	0.5	16.7
		A	23.1	0.7	1.0	1.0	1.2	27.0
		T	19.2	0.4	0.8	0.9	0.9	22.2
	T	L	15.3	0.0	0.5	0.8	0.5	17.2
		A	23.6	1.0	1.0	1.0	1.3	28.0
		T	19.7	0.5	0.8	0.9	1.0	23.0
	I	L	0.7	0.2	0.1	0.1	0.0	1.2
		A	1.2	0.3	0.1	0.2	0.2	2.0
		T	1.0	0.3	0.1	0.2	0.1	1.6
	E	L	8.5	1.5	0.8	0.9	0.8	12.7
		A	14.1	2.0	1.1	1.4	1.5	20.1
		T	11.7	1.9	1.0	1.2	1.2	17.2
	T	L	9.0	1.6	0.8	1.0	0.8	13.3
		A	15.4	2.5	1.2	1.6	1.7	22.1
		T	12.5	2.2	1.0	1.4	1.3	18.2
RMATION?	I	L	0.0	0.0	0.0	0.0	0.0	0.0
		A	0.0	0.0	0.0	0.0	0.0	0.0
		T	0.0	0.0	0.0	0.0	0.0	0.0
	E	L	0.0	0.0	0.0	0.0	0.0	0.0
		A	0.0	0.0	0.0	0.0	0.0	0.0
		T	0.0	0.0	0.0	0.0	0.0	0.0
	T	L	0.0	0.0	0.0	0.0	0.0	0.0
		A	0.0	0.0	0.0	0.0	0.0	0.0
		T	0.0	0.0	0.0	0.0	0.0	0.0

(continued)

Table 10-1 (continued)

TEXT	I/E^c	Sample^d	Per cent of A	D
137) There's no doubt that you need to learn things or come to understand them in order to deal with troublesome situations.	I	L	0.0	0.0
		A	1.5	0.0
		T	0.8	0.0
	E	L	10.8	0.0
		A	16.8	0.0
		T	14.0	0.0
	T	L	10.8	0.0
		A	18.2	0.0
		T	14.8	0.0
138) You need to make sense out of your situation in order to know what to do.	I	L	0.0	0.0
		A	0.7	0.0
		T	0.4	0.0
	E	L	10.8	0.0
		A	18.2	0.0
		T	14.8	0.0
	T	L	10.8	0.0
		A	19.0	0.0
		T	14.8	0.0
139) But should you collect factual information?	I	L	0.0	0.0
		A	0.0	0.0
		T	0.0	0.0
	E	L	1.7	0.8
		A	2.9	0.0
		T	2.3	0.4
	T	L	1.7	0.8
		A	2.9	0.0
		T	2.3	0.4

Table 10-1 (continued)

	I/E[c]	Sample[d]	Per cent of practitioners[b] who... A	D	?	R	T	χ[e]
t you need to to understand l with trouble-	I	L	0.0	0.0	0.0	0.0	0.8	0.8
		A	1.5	0.0	0.0	0.0	0.0	1.5
		T	0.8	0.0	0.0	0.0	0.4	1.2
	E	L	10.8	0.0	0.0	3.3	0.0	14.2
		A	16.8	0.0	0.0	3.6	0.0	20.4
		T	14.0	0.0	0.0	3.5	0.0	17.5
	T	L	10.8	0.0	0.0	3.3	0.8	14.2
		A	18.2	0.0	0.0	3.6	0.0	21.9
		T	14.8	0.0	0.0	3.5	0.4	18.3
e out of your o know what to	I	L	0.0	0.0	0.0	0.0	0.0	0.0
		A	0.7	0.0	0.0	0.7	0.0	1.5
		T	0.4	0.0	0.0	0.4	0.0	0.8
	E	L	10.8	0.0	0.0	0.8	0.8	12.5
		A	18.2	0.0	0.7	0.7	0.7	20.4
		T	14.8	0.0	0.4	0.8	0.8	16.7
	T	L	10.8	0.0	0.0	0.8	0.8	12.5
		A	19.0	0.0	0.7	1.5	0.7	21.9
		T	14.8	0.0	0.4	1.2	0.8	17.5
ct factual	I	L	0.0	0.0	0.0	0.0	0.0	0.0
		A	0.0	0.0	0.0	0.0	0.0	0.0
		T	0.0	0.0	0.0	0.0	0.0	0.0
	E	L	1.7	0.8	0.8	0.8	0.0	4.2
		A	2.9	0.0	0.7	1.5	0.0	5.1
		T	2.3	0.4	0.8	1.2	0.0	4.7
	T	L	1.7	0.8	0.8	0.8	0.0	4.2
		A	2.9	0.0	0.7	1.5	0.0	5.1
		T	2.3	0.4	0.8	1.2	0.0	4.7

(continued)

Table 10-1 (continued)

TEXT	I/E[c]	Sample[d]	Per cent of pr A	 D
140) Not necessarily.	I	L	0.0	0.0
		A	0.0	0.0
		T	0.0	0.0
	E	L	2.5	3.3
		A	2.9	10.2
		T	2.7	7.0
	T	L	2.5	3.3
		A	2.9	10.2
		T	2.7	7.0
141) It depends on what kind of sense you are looking for or need.	I	L	0.0	0.0
		A	0.0	0.0
		T	0.0	0.0
	E	L	6.7	0.0
		A	5.1	3.6
		T	5.8	1.9
	T	L	6.7	0.0
		A	5.1	3.6
		T	5.8	1.9
*PARAGRAPH AVERAGES[f]	I	L	0.0	0.0
		A	0.4	0.0
		T	0.2	0.0
	E	L	5.4	0.7
		A	7.6	2.3
		T	6.6	1.5
	T	L	5.4	0.7
		A	8.0	2.3
		T	6.7	1.5

Table 10-1 (continued)

	I/E[c]	Sample[d]	Per cent of practitioners[b] who... A	D	?	R	T	z[e]
	I	L	0.0	0.0	0.0	0.0	0.0	0.0
		A	0.0	0.0	0.0	0.0	0.0	0.0
		T	0.0	0.0	0.0	0.0	0.0	0.0
	E	L	2.5	3.3	1.7	0.0	0.8	8.3
		A	2.9	10.2	3.6	0.0	2.2	19.0
		T	2.7	7.0	2.7	0.0	1.6	14.0
	T	L	2.5	3.3	1.7	0.0	0.8	8.3
		A	2.9	10.2	3.6	0.0	2.2	19.0
		T	2.7	7.0	2.7	0.0	1.6	14.0
ind of sense you eed.	I	L	0.0	0.0	0.0	0.0	0.0	0.0
		A	0.0	0.0	0.0	0.0	0.0	0.0
		T	0.0	0.0	0.0	0.0	0.0	0.0
	E	L	6.7	0.0	2.5	0.0	0.8	10.0
		A	5.1	3.6	7.3	2.9	1.5	20.4
		T	5.8	1.9	5.1	1.6	1.2	15.6
	T	L	6.7	0.0	2.5	0.0	0.8	10.0
		A	5.1	3.6	7.3	2.9	1.5	20.4
		T	5.8	1.9	5.1	1.6	1.2	15.6
	I	L	0.0	0.0	0.0	0.0	0.1	0.1
		A	0.4	0.0	0.0	0.1	0.1	0.5
		T	0.2	0.0	0.0	0.1	0.1	0.3
	E	L	5.4	0.7	0.8	0.8	0.4	8.2
		A	7.6	2.3	2.0	1.4	0.7	14.2
		T	6.6	1.5	1.5	1.2	0.6	11.4
	T	L	5.4	0.7	0.8	0.8	0.5	8.2
		A	8.0	2.3	2.0	1.6	0.7	14.7
		T	6.7	1.5	1.5	1.2	0.7	11.7

(continued)

Table 10-1 (continued)

TEXT	I/E[c]	Sample[d]	Per cent of p	
			A	D
142) If you take the position that information is anything that is informing to you -- anything that helps you make sense — then you may want to get information on how other people feel or think.	I	L	0.8	0.8
		A	2.9	0.7
		T	1.9	0.8
	E	L	8.3	0.8
		A	11.7	2.2
		T	10.1	1.6
	T	L	9.2	1.7
		A	14.6	2.9
		T	12.1	2.3
143) Or, you may want to focus on the information you already have in your head and re-organize it to get a new view of your situation.	I	L	0.0	0.0
		A	0.0	0.0
		T	0.0	0.0
	E	L	3.3	0.0
		A	10.2	0.0
		T	7.0	0.0
	T	L	3.3	0.0
		A	10.2	0.0
		T	7.0	0.0
144) You may want to get information — such as the information presented in this HANDBOOK -- on procedures for coping with your situation.	I	L	0.0	1.7
		A	0.0	1.5
		T	0.0	1.6
	E	L	2.5	0.8
		A	7.3	0.7
		T	5.1	0.8
	T	L	2.5	2.5
		A	7.3	2.2
		T	5.1	2.3

Table 10-1 (continued)

			Per cent of practitioners[b] who...					%[e]
	I/E[c]	Sample[d]	A	D	?	R	T	
ition that thing that is anything that e — then you may tion on how r think.	I	L	0.8	0.8	0.0	0.0	0.0	2.5
		A	2.9	0.7	0.7	2.9	0.7	8.0
		T	1.9	0.8	0.4	1.6	0.8	5.4
	E	L	8.3	0.8	1.7	0.8	2.5	14.2
		A	11.7	2.2	4.4	0.0	2.9	21.2
		T	10.1	1.6	3.1	0.4	2.7	17.9
	T	L	9.2	1.7	1.7	0.8	3.3	16.7
		A	14.6	2.9	5.1	2.9	2.9	28.5
		T	12.1	2.3	3.5	1.9	3.1	23.0
focus on the eady have in ganize it to get situation.	I	L	0.0	0.0	0.0	0.0	0.8	0.8
		A	0.0	0.0	0.0	0.0	0.7	0.7
		T	0.0	0.0	0.0	0.0	0.8	0.8
	E	L	3.3	0.0	0.8	0.8	0.0	5.0
		A	10.2	0.0	1.5	2.9	1.5	16.1
		T	7.0	0.0	1.2	1.9	0.8	10.9
	T	L	3.3	0.0	0.8	0.8	0.8	5.8
		A	10.2	0.0	1.5	2.9	2.2	16.8
		T	7.0	0.0	1.2	1.9	1.6	11.7
information — tion presented on procedures for ituation.	I	L	0.0	1.7	2.5	0.0	1.7	5.8
		A	0.0	1.5	0.0	1.5	0.0	2.9
		T	0.0	1.6	1.2	0.8	0.8	4.3
	E	L	2.5	0.8	0.0	0.0	0.0	3.3
		A	7.3	0.7	0.7	0.7	0.7	10.2
		T	5.1	0.8	0.4	0.4	0.4	7.0
	T	L	2.5	2.5	2.5	0.0	1.7	9.2
		A	7.3	2.2	0.7	2.2	0.7	12.4
		T	5.1	2.3	1.6	1.2	1.2	10.9

(continued)

Table 10-1 (continued)

TEXT	I/E[c]	Sample[d]	Per cent of p A	 D
145) It is likely that at some point in dealing with a troublesome situation you will deal with several different kinds of information.	I	L	0.0	0.0
		A	0.0	0.0
		T	0.0	0.0
	E	L	12.5	0.0
		A	20.4	0.7
		T	16.7	0.4
	T	L	12.5	0.0
		A	20.4	0.7
		T	16.7	0.4
*PARAGRAPH AVERAGES[f]	I	L	0.2	0.6
		A	0.7	0.5
		T	0.5	0.6
	E	L	6.6	0.4
		A	12.4	0.9
		T	9.7	0.7
	T	L	6.9	1.0
		A	10.2	1.5
		T	10.2	1.2
146) In all cases, being informed means that you make sense of what's going on and what you've heard or read.	I	L	0.8	0.0
		A	1.5	0.0
		T	1.2	0.0
	E	L	9.2	5.0
		A	12.4	6.6
		T	10.9	5.8
	T	L	10.0	5.0
		A	13.9	6.6
		T	12.1	5.8

Table 10-1 (continued)

	I/E[c]	Sample[d]	Per cent of practitioners[b] who... A	D	?	R	T	χ^e
at some point in ublesome situation several different on.	I	L	0.0	0.0	0.0	0.0	0.0	0.0
		A	0.0	0.0	0.0	0.0	0.0	0.0
		T	0.0	0.0	0.0	0.0	0.0	0.0
	E	L	12.5	0.0	0.8	2.5	3.3	19.2
		A	20.4	0.7	1.5	5.1	2.2	29.9
		T	16.7	0.4	1.2	3.9	2.7	24.9
	T	L	12.5	0.0	0.8	2.5	3.3	19.2
		A	20.4	0.7	1.5	5.1	2.2	29.9
		T	16.7	0.4	1.2	3.9	2.7	24.9
	I	L	0.2	0.6	0.6	0.0	0.6	2.3
		A	0.7	0.5	0.2	1.1	0.3	2.9
		T	0.5	0.6	0.4	0.6	0.6	2.6
	E	L	6.6	0.4	0.8	1.0	1.4	10.4
		A	12.4	0.9	2.0	2.2	1.8	19.3
		T	9.7	0.7	1.5	1.6	1.6	15.2
	T	L	6.9	1.0	1.4	1.0	2.3	12.7
		A	10.2	1.5	2.5	2.2	1.9	18.3
		T	10.2	1.2	1.9	2.2	2.1	17.6
g informed means e of what's going heard or read.	I	L	0.8	0.0	1.7	0.0	0.0	2.5
		A	1.5	0.0	0.0	0.0	0.7	2.2
		T	1.2	0.0	0.8	0.0	0.4	2.3
	E	L	9.2	5.0	0.0	0.8	0.8	15.8
		A	12.4	6.6	2.2	5.8	1.5	28.5
		T	10.9	5.8	1.2	3.5	1.2	22.6
	T	L	10.0	5.0	1.7	0.8	0.8	17.5
		A	13.9	6.6	2.2	5.8	2.2	29.9
		T	12.1	5.8	1.9	3.5	1.6	24.1

(continued)

Table 10-1 (continued)

TEXT	I/E[c]	Sample[d]	Per cent A	 D
147) If you don't have this opportunity to make internal sense, then whatever information you find will not be helpful.	I	L	0.0	0.
		A	0.0	1.
		T	0.0	0.
	E	L	10.8	0.
		A	11.7	5.
		T	11.3	3.
	T	L	10.8	0.
		A	11.7	6.
		T	11.3	3.
148) Also, you cannot assume that when you are talking to others they will give you this chance to make internal sense.	I	L	0.0	0.
		A	0.0	0.
		T	0.0	0.
	E	L	8.3	0.
		A	13.9	2.
		T	11.3	1.
	T	L	8.3	0.
		A	13.9	2.
		T	11.3	1.
149) You may have to plan to do things that will help you make sense.	I	L	0.0	0.
		A	0.0	0.
		T	0.0	0.
	E	L	2.5	0.
		A	6.6	0.
		T	4.7	0.
	T	L	2.5	0.
		A	6.6	0.
		T	4.7	0.

Table 10-1 (continued)

			Per cent of practitioners[b] who...					Σ^e
	I/E[c]	Sample[d]	A	D	?	R	T	
this opportunity ense, then whatever ind will not be	I	L	0.0	0.0	1.7	0.0	0.0	1.7
		A	0.0	1.5	2.2	1.5	0.0	5.1
		T	0.0	0.8	1.9	0.8	0.0	3.5
	E	L	10.8	0.8	1.7	4.2	2.5	20.0
		A	11.7	5.1	5.1	3.6	2.9	28.5
		T	11.3	3.1	3.5	3.9	2.7	24.5
	T	L	10.8	0.8	3.3	4.2	2.5	20.8
		A	11.7	6.6	6.6	5.1	2.9	32.8
		T	11.3	3.9	5.1	4.7	2.7	27.2
ssume that when others they will ce to make internal	I	L	0.0	0.0	0.0	0.0	0.8	0.8
		A	0.0	0.0	0.0	0.7	0.0	0.7
		T	0.0	0.0	0.0	0.4	0.4	0.8
	E	L	8.3	0.0	2.5	3.3	0.8	15.0
		A	13.9	2.9	3.6	2.9	0.7	24.1
		T	11.3	1.6	3.1	3.1	0.8	19.8
	T	L	8.3	0.0	2.5	3.3	1.7	15.8
		A	13.9	2.9	3.6	3.6	0.7	24.8
		T	11.3	1.6	3.1	3.5	1.2	20.6
an to do things make sense.	I	L	0.0	0.0	0.0	0.0	0.0	0.0
		A	0.0	0.0	0.0	0.0	0.0	0.0
		T	0.0	0.0	0.0	0.0	0.0	0.0
	E	L	2.5	0.0	0.8	1.7	0.8	5.8
		A	6.6	0.7	2.2	0.7	0.0	10.2
		T	4.7	0.4	1.6	1.2	0.4	8.2
	T	L	2.5	0.0	0.8	1.7	0.8	5.8
		A	6.6	0.7	2.2	0.7	0.0	10.2
		T	4.7	0.4	1.6	1.2	0.4	8.2

(continued)

Table 10-1 (continued)

TEXT	I/E[c]	Sample[d]	Per cen A
150) One way would be to plan what questions you want to ask someone who is helping you rather than letting the helper take the lead.	I	L	0.0
		A	0.0
		T	0.0
	E	L	16.7
		A	32.8
		T	25.3
	T	L	16.7
		A	32.8
		T	25.3
*PARAGRAPH AVERAGES[f]	I	L	0.2
		A	0.3
		T	0.2
	E	L	9.5
		A	15.5
		T	12.7
	T	L	9.6
		A	15.8
		T	12.9
151) No matter what kind of sense you are looking for, it's important to realize that stopping in the middle of a situation to get informed is not easy.	I	L	0.0
		A	0.0
		T	0.0
	E	L	15.0
		A	18.2
		T	16.7
	T	L	15.0
		A	18.2
		T	16.7

Table 10-1 (continued)

	I/E[c]	Sample[d]	Per cent of practitioners[b] who...					Σ[e]
			A	D	I	R	T	
to plan what nt to ask someone you rather than er take the lead.	I	L	0.0	0.0	0.8	0.0	0.8	1.7
		A	0.0	0.0	0.0	0.0	0.0	0.0
		T	0.0	0.0	0.4	0.0	0.4	0.8
	E	L	16.7	0.0	0.0	7.5	4.2	28.3
		A	32.8	1.5	2.9	1.5	6.6	45.3
		T	25.3	0.8	1.6	4.3	5.4	37.4
	T	L	16.7	0.0	0.8	7.5	5.0	30.0
		A	32.8	1.5	2.9	1.5	6.6	45.3
		T	25.3	0.8	1.9	4.3	5.8	38.1
f	I	L	0.2	0.0	0.8	0.0	0.3	1.3
		A	0.3	0.3	0.4	0.4	0.1	1.6
		T	0.2	0.2	0.6	0.2	0.2	1.5
	E	L	9.5	1.2	1.0	3.5	1.8	17.0
		A	15.5	3.4	3.2	2.9	2.3	27.3
		T	12.7	2.3	2.2	3.2	2.1	22.5
	T	L	9.6	1.2	1.8	3.5	2.2	18.0
		A	15.8	3.7	3.5	3.3	2.5	28.6
		T	12.9	2.5	2.7	3.4	2.3	23.6
ind of sense you are s important to pping in the middle o get informed is	I	L	0.0	0.0	0.0	0.8	0.0	0.8
		A	0.0	0.7	0.7	2.2	0.0	3.6
		T	0.0	0.4	0.4	1.6	0.0	2.3
	E	L	15.0	1.7	2.5	3.3	1.7	24.2
		A	18.2	0.7	3.6	5.1	0.7	28.5
		T	16.7	1.2	3.1	4.3	1.2	26.5
	T	L	15.0	1.7	2.5	4.2	1.7	24.2
		A	18.2	1.5	4.4	7.3	0.7	31.4
		T	16.7	1.6	3.5	5.8	1.2	28.0

(continued)

1-63

Table 10-1 (continued)

TEXT	I/E[c]	Sample[d]	Per cent of	
			A	D
152) It doesn't come naturally.	I	L	0.0	0.0
		A	0.0	0.0
		T	0.0	0.0
	E	L	2.5	5.0
		A	5.1	0.7
		T	3.9	2.7
	T	L	2.5	5.0
		A	5.1	0.7
		T	3.9	2.7
153) You might even think of getting "information" as a detour.	I	L	0.8	0.0
		A	0.0	0.0
		T	0.4	0.0
	E	L	4.2	5.0
		A	2.9	5.1
		T	3.5	5.1
	T	L	5.0	5.0
		A	2.9	5.1
		T	3.9	5.1
154) For some reason you can't keep going in a straight path without getting a new kind of sense.	I	L	0.0	0.8
		A	0.0	0.0
		T	0.0	0.4
	E	L	0.8	0.0
		A	3.6	0.7
		T	2.3	0.4
	T	L	0.8	0.8
		A	3.6	0.7
		T	2.3	0.8

Table 10-1 (continued)

	I/E[c]	Sample[d]	Per cent of practitioners[b] who... A	D	?	R	T	Σ^e
naturally.	I	L	0.0	0.0	0.0	0.0	0.0	0.0
		A	0.0	0.0	0.0	0.0	0.0	0.0
		T	0.0	0.0	0.0	0.0	0.0	0.0
	E	L	2.5	5.0	0.8	0.0	0.0	8.3
		A	5.1	0.7	0.7	0.0	0.7	7.3
		T	3.9	2.7	0.8	0.0	0.4	7.8
	T	L	2.5	5.0	0.8	0.0	0.0	8.3
		A	5.1	0.7	0.7	0.0	0.7	7.3
		T	3.9	2.7	0.8	0.0	0.4	7.8
n think of getting as a detour.	I	L	0.8	0.0	0.0	0.0	0.0	0.8
		A	0.0	0.0	0.0	0.0	0.0	0.0
		T	0.4	0.0	0.0	0.0	0.0	0.4
	E	L	4.2	5.0	0.8	0.8	0.8	11.7
		A	2.9	5.1	2.9	1.5	2.2	14.6
		T	3.5	5.1	1.9	1.2	1.6	13.2
	T	L	5.0	5.0	0.8	0.8	0.8	12.5
		A	2.9	5.1	2.9	1.5	2.2	14.6
		T	3.9	5.1	1.9	1.2	1.6	13.6
ou you can't keep raight path without kind of sense.	I	L	0.0	0.8	0.0	0.0	0.0	0.8
		A	0.0	0.0	0.7	0.0	0.0	0.7
		T	0.0	0.4	0.4	0.0	0.0	0.8
	E	L	0.8	0.0	4.2	0.8	0.8	6.7
		A	3.6	0.7	7.3	2.2	1.5	15.3
		T	2.3	0.4	5.8	1.6	1.2	11.3
	T	L	0.8	0.8	4.2	0.8	0.8	7.5
		A	3.6	0.7	8.0	2.2	1.5	16.1
		T	2.3	0.8	6.2	1.6	1.2	12.1

(continued)

Table 10-1 (continued)

TEXT	I/E[c]	Sample[d]	Per cent of	
			A	D
155) This detour is often made harder in our society by the emphasis placed on facts.	I	L	0.8	0.0
		A	0.7	0.0
		T	0.8	0.0
	E	L	5.0	0.0
		A	8.8	0.0
		T	7.0	0.0
	T	L	5.8	0.0
		A	9.5	0.0
		T	7.8	0.0
156) There are some situations where you may well feel that the last thing you need would be more facts.	I	L	0.8	0.8
		A	0.0	0.0
		T	0.4	0.4
	E	L	6.7	0.8
		A	16.1	5.8
		T	11.7	3.5
	T	L	7.5	1.7
		A	16.1	5.8
		T	12.1	3.9
157) And even when you do find relevant facts, they will not be useful unless you can fit them into your internal sense.	I	L	0.0	0.0
		A	0.7	0.0
		T	0.4	0.0
	E	L	10.0	0.0
		A	21.9	2.2
		T	16.3	1.2
	T	L	10.0	0.0
		A	22.6	2.2
		T	16.7	1.2

Table 10-1 (continued)

	I/E[c]	Sample[d]	Per cent of practitioners[b] who...					Σ^{e}
			A	D	?	R	T	
s often made harder in y the emphasis placed	I	L	0.8	0.0	0.0	0.8	0.0	1.7
		A	0.7	0.0	0.0	0.0	0.0	0.7
		T	0.8	0.0	0.0	0.4	0.0	1.2
	E	L	5.0	0.0	0.0	1.7	0.8	7.5
		A	8.8	0.0	2.2	1.5	1.5	13.9
		T	7.0	0.0	1.2	1.6	1.2	10.9
	T	L	5.8	0.0	0.0	2.5	0.8	9.2
		A	9.5	0.0	2.2	1.5	1.5	14.6
		T	7.8	0.0	1.2	1.9	1.2	12.1
e situations where you that the last thing d be more facts.	I	L	0.8	0.8	0.0	0.0	0.0	1.7
		A	0.0	0.0	0.0	0.0	0.0	0.0
		T	0.4	0.4	0.0	0.0	0.0	0.8
	E	L	6.7	0.8	0.8	0.0	0.0	8.3
		A	16.1	5.8	0.7	0.0	0.0	22.6
		T	11.7	3.5	0.8	0.0	0.0	16.0
	T	L	7.5	1.7	0.8	0.0	0.0	10.0
		A	16.1	5.8	0.7	0.0	0.0	22.6
		T	12.1	3.9	0.8	0.0	0.0	16.7
you do find relevant ill not be useful unless hem into your internal	I	L	0.0	0.0	0.0	0.0	0.0	0.0
		A	0.7	0.0	0.0	0.0	0.0	0.7
		T	0.4	0.0	0.0	0.0	0.0	0.4
	E	L	10.0	0.0	4.2	5.0	1.7	20.8
		A	21.9	2.2	2.9	3.6	4.4	35.0
		T	16.3	1.2	3.5	4.3	3.1	28.4
	T	L	10.0	0.0	4.2	5.0	1.7	20.8
		A	22.6	2.2	2.9	3.6	4.4	35.8
		T	16.7	1.2	3.5	4.3	3.1	28.8

(continued)

Table 10-1 (continued)

TEXT	I/E[c]	Sample[d]	Per cent of	
			A	D
*PARAGRAPH AVERAGES[f]	I	L	0.3	0.2
		A	0.2	0.1
		T	0.3	0.2
	E	L	6.3	1.8
		A	10.9	2.2
		T	8.8	2.0
	T	L	6.7	2.0
		A	11.1	2.3
		T	9.1	2.2
158) What kinds of information can you go about finding?	I	L	0.0	0.0
		A	0.0	0.0
		T	0.0	0.0
	E	L	0.0	0.0
		A	0.7	0.0
		T	0.4	0.0
	T	L	0.0	0.0
		A	0.7	0.0
		T	0.4	0.0
159) Usually, people ask you whether you want this fact or that one.	I	L	0.0	0.8
		A	0.0	0.0
		T	0.0	0.4
	E	L	1.7	1.7
		A	2.9	2.9
		T	2.3	2.3
	T	L	1.7	2.5
		A	2.9	2.9
		T	2.3	2.7

Table 10-1 (continued)

	I/E[c]	Sample[d]	Per cent of practitioners[b] who... A	D	?	R	T	Σ^{e}
	I	L	0.3	0.2	0.0	0.2	0.0	0.8
		A	0.2	0.1	0.2	0.3	0.0	0.8
		T	0.3	0.2	0.1	0.3	0.0	0.8
	E	L	6.3	1.8	1.9	1.7	0.8	12.5
		A	10.9	2.2	2.9	2.0	1.6	19.6
		T	8.8	2.0	2.4	1.9	1.2	16.3
	T	L	6.7	2.0	1.9	1.9	0.8	13.2
		A	11.1	2.3	3.1	2.3	1.6	20.3
		T	9.1	2.2	2.6	2.1	1.2	17.0
rmation can you	I	L	0.0	0.0	0.0	0.0	0.0	0.0
		A	0.0	0.0	0.0	0.0	0.0	0.0
		T	0.0	0.0	0.0	0.0	0.0	0.0
	E	L	0.0	0.0	0.0	0.0	0.0	0.0
		A	0.7	0.0	0.0	0.0	0.7	1.5
		T	0.4	0.0	0.0	0.0	0.4	0.8
	T	L	0.0	0.0	0.0	0.0	0.0	0.0
		A	0.7	0.0	0.0	0.0	0.7	1.5
		T	0.4	0.0	0.0	0.0	0.4	0.8
k you whether you that one.	I	L	0.0	0.8	0.0	0.0	0.0	0.8
		A	0.0	0.0	0.0	0.0	0.0	0.0
		T	0.0	0.4	0.0	0.0	0.0	0.4
	E	L	1.7	1.7	0.8	0.0	0.0	4.2
		A	2.9	2.9	2.2	0.7	1.5	10.2
		T	2.3	2.3	1.6	0.4	0.8	7.4
	T	L	1.7	2.5	0.8	0.0	0.0	5.0
		A	2.9	2.9	2.2	0.7	1.5	10.2
		T	2.3	2.7	1.6	0.4	0.8	7.8

(continued)

Table 10-1 (continued)

TEXT	I/E[c]	Sample[d]	Per cent A	 D
160) Actually, though, the kind of information you want to find will depend on where you are in your situation and where you see yourself going.	I	L	0.8	0.
		A	0.0	0.
		T	0.4	0.
	E	L	9.2	0.
		A	18.2	0.
		T	14.0	0.
	T	L	10.0	0.
		A	18.2	0.
		T	14.4	0.
*PARAGRAPH AVERAGES[f]	I	L	0.3	0.
		A	0.0	0.
		T	0.1	0.
	E	L	3.6	0.
		A	7.3	1.
		T	5.6	0.
	T	L	3.9	0.
		A	7.3	1.
		T	5.7	0.
161) You may want to locate yourself or others in time and space.	I	L	0.0	0.
		A	0.0	0.
		T	0.0	0.
	E	L	0.8	0.
		A	2.2	0.
		T	1.6	0.
	T	L	0.8	0.
		A	2.2	0.
		T	1.6	0.

Table 10-1 (continued)

			Per cent of practitioners[b] who...					Σ^e
	I/E[c]	Sample[d]	A	D	?	R	T	
h, the kind of want to find will you are in your here you see yourself	I	L	0.8	0.0	0.0	0.0	0.0	0.8
		A	0.0	0.0	0.0	0.0	0.0	0.0
		T	0.4	0.0	0.0	0.0	0.0	0.4
	E	L	9.2	0.0	0.8	0.8	0.8	11.7
		A	18.2	0.0	2.2	5.1	2.9	28.5
		T	14.0	0.0	1.6	3.1	1.9	20.6
	T	L	10.0	0.0	0.8	0.8	0.8	12.5
		A	18.2	0.0	2.2	5.1	2.9	28.5
		T	14.4	0.0	1.6	3.1	1.9	21.0
s[f]	I	L	0.3	0.3	0.0	0.0	0.0	0.5
		A	0.0	0.0	0.0	0.0	0.0	0.0
		T	0.1	0.1	0.0	0.0	0.0	0.3
	E	L	3.6	0.6	0.5	0.3	0.3	5.3
		A	7.3	1.0	1.5	1.9	1.7	13.4
		T	5.6	0.8	1.1	1.2	1.0	9.6
	T	L	3.9	0.8	0.5	0.3	0.3	5.8
		A	7.3	1.0	1.5	1.9	1.7	13.4
		T	5.7	0.9	1.1	1.2	1.0	9.9
locate yourself or and space.	I	L	0.0	0.0	0.8	0.8	0.0	1.7
		A	0.0	0.0	0.0	0.7	0.0	0.7
		T	0.0	0.0	0.4	0.8	0.0	1.2
	E	L	0.8	0.0	2.5	0.8	0.8	5.0
		A	2.2	0.0	6.6	1.5	0.7	10.9
		T	1.6	0.0	4.7	1.2	0.8	8.2
	T	L	0.8	0.0	3.3	1.7	0.8	5.8
		A	2.2	0.0	6.6	2.2	0.7	11.7
		T	1.6	0.0	5.1	1.9	0.8	8.9

(continued)

Table 10-1 (continued)

TEXT			Per cen
	I/E[c]	Sample[d]	A
162) How can you find people?	I	L	0.0
		A	0.0
		T	0.0
	E	L	0.0
		A	1.5
		T	0.8
	T	L	0.0
		A	1.5
		T	0.8
163) When should you do things?	I	L	0.0
		A	0.0
		T	0.0
	E	L	0.0
		A	0.7
		T	0.4
	T	L	0.0
		A	0.7
		T	0.4
164) You may want to learn the reasons, causes, underlying motives, and history of your situation.	I	L	0.0
		A	0.0
		T	0.0
	E	L	2.5
		A	5.1
		T	3.9
	T	L	2.5
		A	5.1
		T	3.9

Table 10-1 (continued)

	I/E[c]	Sample[d]	Per cent of practitioners[b] who...					%[e]
			A	D	?	R	T	
nd people?	I	L	0.0	0.0	0.0	0.0	0.0	0.0
		A	0.0	0.0	0.0	0.0	0.0	0.0
		T	0.0	0.0	0.0	0.0	0.0	0.0
	E	L	0.0	0.0	0.0	0.0	0.0	0.0
		A	1.5	0.0	1.5	0.0	0.0	2.9
		T	0.8	0.0	0.8	0.0	0.0	1.6
	T	L	0.0	0.0	0.0	0.0	0.0	0.0
		A	1.5	0.0	1.5	0.0	0.0	2.9
		T	0.8	0.0	0.8	0.0	0.0	1.6
u do things?	I	L	0.0	0.0	0.0	0.0	0.0	0.0
		A	0.0	0.0	0.0	0.0	0.0	0.0
		T	0.0	0.0	0.0	0.0	0.0	0.0
	E	L	0.0	0.0	0.0	0.0	0.0	0.0
		A	0.7	0.0	0.7	0.0	0.0	1.5
		T	0.4	0.0	0.4	0.0	0.0	0.8
	T	L	0.0	0.0	0.0	0.0	0.0	0.0
		A	0.7	0.0	0.7	0.0	0.0	1.5
		T	0.4	0.0	0.4	0.0	0.0	0.8
o learn the reasons, ying motives, and r situation.	I	L	0.0	0.0	0.0	0.0	0.0	0.0
		A	0.0	0.0	0.0	0.0	0.0	0.0
		T	0.0	0.0	0.0	0.0	0.0	0.0
	E	L	2.5	0.0	0.0	1.7	0.0	4.2
		A	5.1	0.7	0.7	0.7	2.2	9.5
		T	3.9	0.4	0.4	1.9	0.4	7.0
	T	L	2.5	0.0	0.0	1.7	0.0	4.2
		A	5.1	0.7	0.7	2.2	0.7	9.5
		T	3.9	0.4	0.4	1.9	0.4	7.0

(continued)

Table 10-1 (continued)

TEXT	I/E^c	Sample^d	Per cen
			A
165) Why did things happen?	I	L	0.0
		A	0.0
		T	0.0
	E	L	0.0
		A	0.0
		T	0.8
	T	L	0.0
		A	1.5
		T	0.8
166) What caused them?	I	L	0.0
		A	0.0
		T	0.0
	E	L	0.0
		A	0.7
		T	0.4
	T	L	0.0
		A	0.7
		T	0.4
167) What were the motives?	I	L	0.0
		A	0.0
		T	0.0
	E	L	0.0
		A	2.2
		T	1.2
	T	L	0.0
		A	2.2
		T	1.2

Table 10-1 (continued)

	I/E[c]	Sample[d]	Per cent of practitioners[b] who...					χ[e]
			A	D	?	R	T	
happen?	I	L	0.0	0.0	0.0	0.0	0.0	0.0
		A	0.0	0.0	0.0	0.0	0.0	0.0
		T	0.0	0.0	0.0	0.0	0.0	0.0
	E	L	0.0	0.0	0.0	0.0	0.0	0.0
		A	0.0	0.0	0.0	0.0	0.0	2.9
		T	0.8	0.0	0.4	0.0	0.4	1.6
	T	L	0.0	0.0	0.0	0.8	0.0	0.8
		A	1.5	0.0	0.7	0.0	0.7	2.9
		T	0.8	0.0	0.4	0.0	0.4	1.6
hem?	I	L	0.0	0.0	0.0	0.0	0.0	0.0
		A	0.0	0.0	0.0	0.0	0.0	0.0
		T	0.0	0.0	0.0	0.0	0.0	0.0
	E	L	0.0	0.0	0.0	0.0	0.0	0.0
		A	0.7	0.7	0.0	0.7	0.0	2.2
		T	0.4	0.4	0.0	0.4	0.0	1.2
	T	L	0.0	0.0	0.0	0.0	0.0	0.0
		A	0.7	0.7	0.0	0.7	0.0	2.2
		T	0.4	0.4	0.0	0.4	0.0	1.2
motives?	I	L	0.0	0.0	0.0	0.0	0.0	0.0
		A	0.0	0.0	0.0	0.0	0.0	0.0
		T	0.0	0.0	0.0	0.0	0.0	0.0
	E	L	0.0	0.0	0.0	0.0	0.0	0.0
		A	2.2	0.0	0.0	0.7	0.0	2.9
		T	1.2	0.0	0.0	0.4	0.0	1.6
	T	L	0.0	0.0	0.0	0.0	0.0	0.0
		A	2.2	0.0	0.0	0.7	0.0	2.9
		T	1.2	0.0	0.0	0.4	0.0	1.6

(continued)

Table 10-1 (continue[illegible])

TEXT	I/E[c]	Sample[d]	Per cent A	D
168) You may want to assess the situation or system.	I	L	0.0	0.0
		A	0.0	0.0
		T	0.0	0.0
	E	L	1.7	0.0
		A	2.9	0.0
		T	2.3	0.0
	T	L	1.7	0.0
		A	2.9	0.0
		T	2.3	0.0
169) What's your situation like?	I	L	0.0	0.0
		A	0.0	0.0
		T	0.0	0.0
	E	L	0.0	0.0
		A	3.6	0.0
		T	1.9	0.0
	T	L	0.0	0.0
		A	3.6	0.0
		T	1.9	0.0
170) What resources are available?	I	L	0.0	0.0
		A	0.0	0.0
		T	0.0	0.0
	E	L	0.0	0.0
		A	4.4	0.0
		T	2.3	0.0
	T	L	0.0	0.0
		A	4.4	0.0
		T	2.3	0.0

Table 10-1 (continued)

			Per cent of practitioners[b] who...					Σ^e
	I/E[c]	Sample[d]	A	D	?	R	T	
assess the situation	I	L	0.0	0.0	0.0	0.0	0.0	0.0
		A	0.0	0.0	0.0	0.0	0.0	0.0
		T	0.0	0.0	0.0	0.0	0.0	0.0
	E	L	1.7	0.0	0.8	0.0	0.0	2.5
		A	2.9	0.0	0.0	0.0	0.7	3.6
		T	2.3	0.0	0.4	0.0	0.4	3.1
	T	L	1.7	0.0	0.8	0.0	0.0	2.5
		A	2.9	0.0	0.0	0.0	0.7	3.6
		T	2.3	0.0	0.4	0.0	0.4	3.1
uation like?	I	L	0.0	0.0	0.0	0.0	0.0	0.0
		A	0.0	0.0	0.0	0.0	0.0	0.0
		T	0.0	0.0	0.0	0.0	0.0	0.0
	E	L	0.0	0.0	0.0	0.0	0.0	0.0
		A	3.6	0.0	0.0	0.0	0.7	4.4
		T	1.9	0.0	0.0	0.0	0.4	2.3
	T	L	0.0	0.0	0.0	0.0	0.0	0.0
		A	3.6	0.0	0.0	0.0	0.7	4.4
		T	1.9	0.0	0.0	0.0	0.4	2.3
re available?	I	L	0.0	0.0	0.0	0.0	0.0	0.0
		A	0.0	0.0	0.0	0.0	0.0	0.0
		T	0.0	0.0	0.0	0.0	0.0	0.0
	E	L	0.0	0.0	0.0	0.0	0.0	0.0
		A	4.4	0.0	0.0	0.0	0.0	4.4
		T	2.3	0.0	0.0	0.0	0.0	2.3
	T	L	0.0	0.0	0.0	0.0	0.0	0.0
		A	4.4	0.0	0.0	0.0	0.0	4.4
		T	2.3	0.0	0.0	0.0	0.0	2.3

(continued)

Table 10-1 (continued)

TEXT	I/E[c]	Sample[d]	Per cent	
			A	D
171) What are the rules?	I	L	0.0	0.0
		A	0.0	0.0
		T	0.0	0.0
	E	L	0.0	0.0
		A	2.2	0.0
		T	1.2	0.0
	T	L	0.0	0.0
		A	2.2	0.0
		T	1.2	0.0
172) You may want to know what others think.	I	L	0.0	0.0
		A	0.0	0.0
		T	0.0	0.0
	E	L	1.7	0.0
		A	2.2	0.7
		T	1.9	0.4
	T	L	1.7	0.0
		A	2.2	0.7
		T	1.9	0.4
173) What are other ideas?	I	L	0.0	0.0
		A	0.0	0.0
		T	0.0	0.0
	E	L	0.0	0.0
		A	2.2	0.0
		T	1.2	0.0
	T	L	0.0	0.0
		A	2.2	0.0
		T	1.2	0.0

Table 10-1 (continued)

	I/E[c]	Sample[d]	Per cent of practitioners[b] who... A	D	?	R	T	Σ[e]
les?	I	L	0.0	0.0	0.0	0.0	0.0	0.0
		A	0.0	0.0	0.0	0.0	0.0	0.0
		T	0.0	0.0	0.0	0.0	0.0	0.0
	E	L	0.0	0.0	0.0	0.0	0.0	0.0
		A	2.2	0.0	0.7	0.7	0.7	4.4
		T	1.2	0.0	0.4	0.4	0.4	2.3
	T	L	0.0	0.0	0.0	0.0	0.0	0.0
		A	2.2	0.0	0.7	0.7	0.7	4.4
		T	1.2	0.0	0.4	0.4	0.4	2.3
know what others	I	L	0.0	0.0	0.0	0.0	0.0	0.0
		A	0.0	0.0	0.0	0.0	0.0	0.0
		T	0.0	0.0	0.0	0.0	0.0	0.0
	E	L	1.7	0.0	0.0	0.0	0.0	1.7
		A	2.2	0.7	0.7	0.0	0.0	3.6
		T	1.9	0.4	0.4	0.0	0.0	2.7
	T	L	1.7	0.0	0.0	0.0	0.0	1.7
		A	2.2	0.7	0.7	0.0	0.0	3.6
		T	1.9	0.4	0.4	0.0	0.0	2.7
ideas?	I	L	0.0	0.0	0.0	0.0	0.0	0.0
		A	0.0	0.0	0.0	0.0	0.0	0.0
		T	0.0	0.0	0.0	0.0	0.0	0.0
	E	L	0.0	0.0	0.0	0.0	0.0	0.0
		A	2.2	0.0	0.0	0.7	0.0	2.9
		T	1.2	0.0	0.0	0.4	0.0	1.6
	T	L	0.0	0.0	0.0	0.0	0.0	0.0
		A	2.2	0.0	0.0	0.7	0.0	2.9
		T	1.2	0.0	0.0	0.4	0.0	1.6

(continued)

Table 10-1 (continued)

TEXT	I/E^c	Sample^d	Per cent A	D
174) Do others agree?	I	L	0.0	0.
		A	0.0	0.
		T	0.0	0.
	E	L	0.0	0.
		A	1.5	0.
		T	0.8	0.
	T	L	0.0	0.
		A	1.5	0.
		T	0.8	0.
175) You may want to learn other possibilities.	I	L	0.0	0.
		A	0.0	0.
		T	0.0	0.
	E	L	1.7	0.
		A	4.4	0.
		T	3.1	0.
	T	L	1.7	0.
		A	4.4	0.
		T	3.1	0.
176) What alternatives are best for you?	I	L	0.0	0.
		A	0.0	0.
		T	0.0	0.
	E	L	0.0	0.
		A	5.8	0.
		T	3.1	0.
	T	L	0.0	0.
		A	5.8	0.
		T	3.1	0.

Table 10-1 (continued)

			Per cent of practitioners[b] who...					X[a]
	I/E[c]	Sample[d]	A	D	?	R	T	
ree?	I	L	0.0	0.0	0.0	0.0	0.0	0.0
		A	0.0	0.0	0.0	0.0	0.0	0.0
		T	0.0	0.0	0.0	0.0	0.0	0.0
	E	L	0.0	0.0	0.0	0.0	0.0	0.0
		A	1.5	0.7	0.0	0.0	0.0	2.2
		T	0.8	0.4	0.0	0.0	0.0	1.2
	T	L	0.0	0.0	0.0	0.0	0.0	0.0
		A	1.5	0.7	0.0	0.0	0.0	2.2
		T	0.8	0.4	0.0	0.0	0.0	1.2
to learn other possibilities.	I	L	0.0	0.0	0.0	0.0	0.0	0.0
		A	0.0	0.0	0.0	0.0	0.0	0.0
		T	0.0	0.0	0.0	0.0	0.0	0.0
	E	L	1.7	0.0	0.0	0.0	0.0	1.7
		A	4.4	0.0	0.7	0.0	0.7	5.8
		T	3.1	0.0	0.4	0.0	0.4	3.9
	T	L	1.7	0.0	0.0	0.0	0.0	1.7
		A	4.4	0.0	0.7	0.0	0.7	5.8
		T	3.1	0.0	0.4	0.0	0.4	3.9
tives are best for you?	I	L	0.0	0.0	0.0	0.0	0.0	0.0
		A	0.0	0.0	0.0	0.0	0.0	0.0
		T	0.0	0.0	0.0	0.0	0.0	0.0
	E	L	0.0	0.0	0.0	0.0	0.0	0.0
		A	5.8	0.0	0.0	0.0	0.7	6.6
		T	3.1	0.0	0.0	0.0	0.4	3.5
	T	L	0.0	0.0	0.0	0.0	0.0	0.0
		A	5.8	0.0	0.0	0.0	0.7	6.6
		T	3.1	0.0	0.0	0.0	0.4	3.5

(continued)

Table 10-1 (continued)

TEXT	I/E[c]	Sample[d]	Per cent A	D
177) You may want to learn about procedures for doing things.	I	L	0.0	0.
		A	0.0	0.
		T	0.0	0.
	E	L	1.7	0.
		A	8.0	0.
		T	5.1	0.
	T	L	1.7	0.
		A	8.0	0.
		T	5.1	0.
178) How can you think about this situation?	I	L	0.0	0.
		A	0.7	0.
		T	0.4	0.
	E	L	0.0	0.
		A	1.5	0.
		T	0.8	0.
	T	L	0.0	0.
		A	2.2	0.
		T	1.2	0.
179) How can you do something?	I	L	0.0	0.
		A	0.0	0.
		T	0.0	0.
	E	L	2.5	0.
		A	9.5	0.
		T	6.2	0.
	T	L	2.5	0.
		A	9.5	0.
		T	6.2	0.

Table 10-1 (continued)

			Per cent of practitioners[b] who...					χ[e]
	I/E[c]	Sample[d]	A	D	?	R	T	
to learn about r doing things.	I	L	0.0	0.8	0.0	0.0	0.0	0.8
		A	0.0	0.0	0.0	0.0	0.0	0.0
		T	0.0	0.4	0.0	0.0	0.0	0.4
	E	L	1.7	0.0	0.0	1.7	0.8	4.2
		A	8.0	0.0	0.0	1.5	0.0	9.5
		T	5.1	0.0	0.0	1.6	0.4	7.0
	T	L	1.7	0.8	0.0	1.7	0.8	5.0
		A	8.0	0.0	0.0	1.5	0.0	9.5
		T	5.1	0.4	0.0	1.6	0.4	7.4
think about this	I	L	0.0	0.0	0.0	0.8	0.8	1.7
		A	0.7	0.0	0.0	0.0	0.0	0.7
		T	0.4	0.0	0.0	0.4	0.4	1.2
	E	L	0.0	0.0	0.0	0.0	0.0	0.0
		A	1.5	0.0	0.0	0.0	0.0	1.5
		T	0.8	0.0	0.0	0.0	0.0	0.8
	T	L	0.0	0.0	0.0	0.8	0.8	1.7
		A	2.2	0.0	0.0	0.0	0.0	2.2
		T	1.2	0.0	0.0	0.4	0.4	1.9
do something?	I	L	0.0	0.0	0.0	0.0	0.0	0.0
		A	0.0	0.0	0.0	0.0	0.0	0.0
		T	0.0	0.0	0.0	0.0	0.0	0.0
	E	L	2.5	0.0	0.0	0.0	1.7	4.2
		A	9.5	0.7	0.7	0.7	2.9	14.6
		T	6.2	0.4	0.4	0.4	2.3	9.7
	T	L	2.5	0.0	0.0	0.0	1.7	4.2
		A	9.5	0.7	0.7	0.7	2.9	14.6
		T	6.2	0.4	0.4	0.4	2.3	9.7

(continued)

Table 10-1 (continued)

TEXT	I/E[c]	Sample[d]	Per cent of pr	
			A	D
*PARAGRAPH AVERAGES[f]	I	L	0.0	0.0
		A	0.0	0.0
		T	0.0	0.0
	E	L	0.7	0.0
		A	3.2	0.2
		T	2.0	0.1
	T	L	0.7	0.0
		A	3.3	0.2
		T	2.1	0.1
180) Each of these is a good question to ask.	I	L	0.0	0.0
		A	0.0	0.0
		T	0.0	0.0
	E	L	1.7	0.0
		A	5.8	0.0
		T	3.9	0.0
	T	L	1.7	0.0
		A	5.8	0.0
		T	3.9	0.0
181) However, some are questions for which books and experts have no answers.	I	L	0.0	0.0
		A	0.0	0.0
		T	0.0	0.0
	E	L	10.0	0.0
		A	10.2	0.0
		T	10.1	0.0
	T	L	10.0	0.0
		A	10.2	0.0
		T	10.1	0.0

Table 10-1 (continued)

	I/E[c]	Sample[d]	Per cent of practitioners[b] who... A	D	?	R	T	%[e]
AGES[f]	I	L	0.0	0.0	0.0	0.1	0.0	0.2
		A	0.0	0.0	0.0	0.0	0.0	0.0
		T	0.0	0.0	0.0	0.1	0.0	0.1
	E	L	0.7	0.0	0.2	0.2	0.2	1.2
		A	3.2	0.2	0.6	0.4	0.5	5.1
		T	2.0	0.1	0.5	0.3	0.3	3.3
	T	L	0.7	0.0	0.2	0.3	0.2	1.4
		A	3.3	0.2	0.7	0.5	0.4	4.6
		T	2.1	0.1	0.5	0.4	0.3	3.4
e is a good question to	I	L	0.0	0.0	0.0	0.0	0.0	0.0
		A	0.0	0.0	0.0	0.0	0.0	0.0
		T	0.0	0.0	0.0	0.0	0.0	0.0
	E	L	1.7	0.0	0.0	0.0	0.8	2.5
		A	5.8	0.0	0.7	0.0	0.7	7.3
		T	3.9	0.0	0.4	0.0	0.8	5.1
	T	L	1.7	0.0	0.0	0.0	0.8	2.5
		A	5.8	0.0	0.7	0.0	0.7	7.3
		T	3.9	0.0	0.4	0.0	0.8	5.1
e are questions for nd experts have no	I	L	0.0	0.0	0.0	0.0	0.0	0.0
		A	0.0	0.0	0.0	0.0	0.0	0.0
		T	0.0	0.0	0.0	0.0	0.0	0.0
	E	L	10.0	0.0	0.8	0.0	0.0	10.8
		A	10.2	0.0	0.7	0.0	1.5	12.4
		T	10.1	0.0	0.8	0.0	0.8	11.7
	T	L	10.0	0.0	0.8	0.0	0.0	10.8
		A	10.2	0.0	0.7	0.0	1.5	12.4
		T	10.1	0.0	0.8	0.0	0.8	11.7

(continued)

Table 10-1 (continued)

TEXT	I/E[c]	Sample[d]	Per cent of pr	
			A	D
182) They are not all factual questions.	I	L	0.0	0.0
		A	0.0	0.0
		T	0.0	0.0
	E	L	2.5	0.0
		A	2.9	0.0
		T	2.7	0.0
	T	L	2.5	0.0
		A	2.9	0.0
		T	2.7	0.0
183) Sometimes this is hard to understand.	I	L	0.0	0.0
		A	0.0	0.0
		T	0.0	0.0
	E	L	0.8	0.8
		A	3.6	0.0
		T	2.3	0.4
	T	L	0.8	0.8
		A	3.6	0.0
		T	2.3	0.4
184) Facts or objective information are not the only kind of information you need in order to cope.	I	L	0.8	0.0
		A	0.0	0.0
		T	0.4	0.0
	E	L	21.7	0.0
		A	27.7	3.6
		T	24.9	1.9
	T	L	22.5	0.0
		A	27.7	3.6
		T	25.3	1.9

Table 10-1 (continued)

	I/E[c]	Sample[d]	Per cent of practitioners[b] who... A	D	?	R	T	χ[e]
all factual questions.	I	L	0.0	0.0	0.0	0.0	0.0	0.0
		A	0.0	0.0	0.0	0.7	0.0	0.7
		T	0.0	0.0	0.0	0.4	0.0	0.4
	E	L	2.5	0.0	0.8	0.0	0.0	3.3
		A	2.9	0.0	0.7	0.0	0.0	3.6
		T	2.7	0.0	0.8	0.0	0.0	3.5
	T	L	2.5	0.0	0.8	0.0	0.0	3.3
		A	2.9	0.0	0.7	0.7	0.0	4.4
		T	2.7	0.0	0.8	0.4	0.0	3.9
his is hard to	I	L	0.0	0.0	0.0	0.0	0.0	0.0
		A	0.0	0.0	0.0	0.0	0.0	0.0
		T	0.0	0.0	0.0	0.0	0.0	0.0
	E	L	0.8	0.8	0.0	0.0	0.0	1.7
		A	3.6	0.0	1.5	0.0	1.5	6.6
		T	2.3	0.4	0.8	0.0	0.8	4.3
	T	L	0.8	0.8	0.0	0.0	0.0	1.7
		A	3.6	0.0	1.5	0.0	1.5	6.6
		T	2.3	0.4	0.8	0.0	0.8	4.3
jective information are kind of information order to cope.	I	L	0.8	0.0	0.0	0.0	0.0	0.8
		A	0.0	0.0	0.7	0.0	0.0	0.7
		T	0.4	0.0	0.4	0.0	0.0	0.8
	E	L	21.7	0.0	1.7	0.0	0.8	24.2
		A	27.7	3.6	1.5	1.5	3.6	38.0
		T	24.9	1.9	1.6	0.8	2.3	31.5
	T	L	22.5	0.0	1.7	0.0	0.8	25.0
		A	27.7	3.6	2.2	1.5	3.6	38.7
		T	25.3	1.9	1.9	0.8	2.3	32.3

(continued)

Table 10-1 (continued)

TEXT	I/E[c]	Sample[d]	Per cent of	
			A	D
*PARAGRAPH AVERAGES[f]	I	L	0.2	0.0
		A	0.0	0.0
		T	0.1	0.0
	E	L	7.3	0.2
		A	10.0	0.7
		T	8.8	0.5
	T	L	7.5	0.2
		A	10.0	0.7
		T	8.9	0.5
185) If you're in a decision situation, you will probably want to focus more on the different possibilities so you can make progress toward a decision that fits you well.	I	L	0.0	0.0
		A	0.7	0.0
		T	0.4	0.0
	E	L	7.5	0.0
		A	17.5	0.0
		T	12.8	0.0
	T	L	7.5	0.0
		A	18.2	0.0
		T	13.2	0.0
186) If you're in a worry situation, you will probably want to focus more on figuring out the situation and system so you can predict and understand it better.	I	L	0.8	0.0
		A	0.7	1.5
		T	0.8	0.8
	E	L	6.7	0.8
		A	10.2	0.0
		T	8.6	0.4
	T	L	7.5	0.8
		A	10.9	1.5
		T	9.3	1.2

Table 10-1 (continued)

	I/E[c]	Sample[d]	Per cent of practitioners[b] who...					Σ[e]
			A	D	?	R	T	
ES[f]	I	L	0.2	0.0	0.0	0.0	0.0	0.2
		A	0.0	0.0	0.1	0.1	0.0	0.3
		T	0.1	0.0	0.1	0.1	0.0	0.2
	E	L	7.3	0.2	0.7	0.0	0.3	8.5
		A	10.0	0.7	1.0	0.3	1.5	13.6
		T	8.8	0.5	0.9	0.2	0.9	11.2
	T	L	7.5	0.2	0.7	0.0	0.3	8.7
		A	10.0	0.7	1.2	0.4	1.5	13.9
		T	8.9	0.5	0.9	0.2	0.9	11.5
decision situation, bly want to focus more nt possibilities so rogress toward a fits you well.	I	L	0.0	0.0	0.0	0.0	0.0	0.0
		A	0.7	0.0	0.0	0.0	0.0	0.7
		T	0.4	0.0	0.0	0.0	0.0	0.4
	E	L	7.5	0.0	0.0	0.8	0.0	8.3
		A	17.5	0.0	0.7	2.2	0.0	20.4
		T	12.8	0.0	0.4	1.6	0.0	14.8
	T	L	7.5	0.0	0.0	0.8	0.0	8.3
		A	18.2	0.0	0.7	2.2	0.0	21.2
		T	13.2	0.0	0.4	1.6	0.0	15.2
worry situation, you want to focus more on he situation and can predict and better.	I	L	0.8	0.0	0.8	0.0	0.0	1.7
		A	0.7	1.5	0.7	0.0	0.0	2.9
		T	0.8	0.8	0.8	0.0	0.0	2.3
	E	L	6.7	0.8	0.8	2.5	0.0	0.0
		A	10.2	0.0	2.9	3.6	2.9	19.7
		T	8.6	0.4	1.9	3.1	1.6	15.6
	T	L	7.5	0.8	1.7	2.5	0.0	12.5
		A	10.9	1.5	3.6	3.6	2.9	22.6
		T	9.3	1.2	2.7	3.1	1.6	17.9

(continued)

Table 10-1 (continued)

TEXT	I/E[c]	Sample[d]	Per cent o	
			A	D
187) If you are trying to get around a barrier, you will probably want to focus more on procedures so you can learn how to do it.	I	L	0.0	0.0
		A	1.5	0.0
		T	0.8	0.0
	E	L	5.8	0.8
		A	12.4	0.7
		T	9.3	0.8
	T	L	5.8	0.8
		A	13.9	0.7
		T	10.1	0.8
188) If you are in an unsolvable situation, you will probably want to focus more on reasons, causes, underlying motives, and history so you can understand why things are happening.	I	L	0.0	0.0
		A	0.7	2.9
		T	0.4	1.6
	E	L	10.8	0.8
		A	21.9	5.1
		T	16.7	3.1
	T	L	10.8	0.8
		A	22.6	8.0
		T	17.1	4.7
*PARAGRAPH AVERAGES[f]	I	L	0.2	0.0
		A	0.9	1.1
		T	0.6	0.6
	E	L	7.7	0.6
		A	15.5	1.4
		T	11.8	1.1
	T	L	7.9	0.6
		A	16.[illegible]	2.5
		T	12.4	1.7

Table 10-1 (continued)

			Per cent of practitioners[b] who...					%[e]
	I/E[c]	Sample[d]	A	D	?	R	T	
ying to get around a will probably want to procedures so you can do it.	I	L	0.0	0.0	0.0	0.0	0.0	0.0
		A	1.5	0.0	0.7	0.0	0.0	2.2
		T	0.8	0.0	0.4	0.0	0.0	1.2
	E	L	5.8	0.8	2.5	0.8	0.0	10.0
		A	12.4	0.7	0.7	1.5	0.7	16.1
		T	9.3	0.8	1.6	1.2	0.4	13.2
	T	L	5.8	0.8	2.5	0.8	0.0	10.0
		A	13.9	0.7	1.5	1.5	0.7	17.5
		T	10.1	0.8	1.9	1.2	0.4	14.0
an unsolvable situation, ably want to focus more auses, underlying motives, o you can understand e happening.	I	L	0.0	0.0	0.0	0.0	0.0	0.0
		A	0.7	2.9	0.7	0.0	0.7	5.1
		T	0.4	1.6	0.4	0.0	0.4	2.7
	E	L	10.8	0.8	1.7	6.7	2.5	22.5
		A	21.9	5.1	0.7	3.6	7.3	38.7
		T	16.7	3.1	1.2	5.1	5.1	31.1
	T	L	10.8	0.8	1.7	6.7	2.5	22.5
		A	22.6	8.0	1.5	3.6	8.0	41.6
		T	17.1	4.7	1.6	5.1	5.4	32.7
AGES[f]	I	L	0.2	0.0	0.2	0.0	0.0	0.4
		A	0.9	1.1	0.5	0.0	0.2	2.7
		T	0.6	0.6	0.4	0.0	0.1	1.6
	E	L	7.7	0.6	1.2	2.7	0.6	12.9
		A	15.5	1.4	1.2	2.7	2.7	23.7
		T	11.8	1.1	1.3	2.7	1.8	18.7
	T	L	7.9	0.6	1.5	2.7	0.6	13.3
		A	16.4	2.5	1.8	2.7	2.9	25.7
		T	12.4	1.7	1.6	2.7	1.8	19.9

(continued)

Table 10-1 (continued)

TEXT	I/E[c]	Sample[d]	Per cent o	
			A	D
**SECTION AVERAGES[f]	I	L	0.2	0.1
		A	0.3	0.2
		T	0.2	0.2
	E	L	5.9	0.7
		A	10.3	1.5
		T	8.2	1.1
	T	L	6.1	0.8
		A	10.3	1.8
		T	8.5	1.3
189) SHOULD YOU GET OUTSIDE HELP?	I	L	0.0	0.0
		A	0.0	0.0
		T	0.0	0.0
	E	L	0.0	0.0
		A	0.0	0.0
		T	0.0	0.0
	T	L	0.0	0.0
		A	0.0	0.0
		T	0.0	0.0
190) It depends.	I	L	0.0	0.0
		A	0.0	0.0
		T	0.0	0.0
	E	L	2.5	0.0
		A	2.2	0.7
		T	2.3	0.4
	T	L	2.5	0.0
		A	2.2	0.7
		T	2.3	0.4

Table 10-1 (continued)

	I/E[c]	Sample[d]	Per cent of practitioners[b] who... A	D	?	R	T	Σ[e]
s[f]	I	L	0.2	0.1	0.2	0.0	0.1	0.7
		A	0.3	0.2	0.2	0.2	0.1	1.1
		T	0.2	0.2	0.2	0.2	0.1	0.9
	E	L	5.9	0.7	0.9	1.3	0.7	9.5
		A	10.3	1.5	1.8	1.7	1.6	17.0
		T	8.2	1.1	1.4	1.5	1.2	13.5
	T	L	6.1	0.8	1.1	1.3	0.9	10.2
		A	10.3	1.8	2.0	1.9	1.6	17.4
		T	8.5	1.3	1.6	1.7	1.3	14.3
T OUTSIDE HELP?	I	L	0.0	0.0	0.0	0.0	0.0	0.0
		A	0.0	0.0	0.0	0.0	0.0	0.0
		T	0.0	0.0	0.0	0.0	0.0	0.0
	E	L	0.0	0.0	0.0	0.0	0.0	0.0
		A	0.0	0.0	0.0	0.7	0.0	0.7
		T	0.0	0.0	0.0	0.4	0.0	0.4
	T	L	0.0	0.0	0.0	0.0	0.0	0.0
		A	0.0	0.0	0.0	0.7	0.0	0.7
		T	0.0	0.0	0.0	0.4	0.0	0.4
	I	L	0.0	0.0	0.0	0.0	0.0	0.0
		A	0.0	0.0	0.0	0.0	0.0	0.0
		T	0.0	0.0	0.0	0.0	0.0	0.0
	E	L	2.5	0.0	0.0	0.0	0.0	2.5
		A	2.2	0.7	0.7	0.7	0.0	4.4
		T	2.3	0.4	0.4	0.4	0.0	3.5
	T	L	2.5	0.0	0.0	0.0	0.0	2.5
		A	2.2	0.7	0.7	0.7	0.0	4.4
		T	2.3	0.4	0.4	0.4	0.0	3.5

(continued)

Table 10-1 (continued)

TEXT	I/E[c]	Sample[d]	Per cent o	
			A	D
191) Getting outside help is frequently named as a useful way of dealing with troublesome situations.	I	L	0.0	0.8
		A	0.0	0.0
		T	0.0	0.4
	E	L	1.7	0.8
		A	8.0	0.7
		T	5.1	0.8
	T	L	1.7	1.7
		A	8.0	0.7
		T	5.1	1.2
192) It's important, though, to choose whom you go to carefully.	I	L	0.0	0.0
		A	0.0	0.0
		T	0.0	0.0
	E	L	17.5	0.0
		A	26.3	0.0
		T	22.2	0.0
	T	L	17.5	0.0
		A	26.3	0.0
		T	22.2	0.0
193) One of the difficulties in getting outside help — whether from friends or experts — is that the helper is not necessarily going to hear your problem the same way you mean to explain it.	I	L	0.8	0.0
		A	0.7	0.7
		T	0.8	0.4
	E	L	30.0	0.0
		A	43.1	0.7
		T	37.0	0.4
	T	L	30.8	0.0
		A	43.8	1.5
		T	37.7	0.8

Table 10-1 (continued)

	I/E[c]	Sample[d]	Per cent of practitioners[b] who... A	D	?	R	T	Σ[e]
de help is frequently eful way of dealing ome situations.	I	L	0.0	0.8	0.0	0.0	0.0	0.8
		A	0.0	0.0	0.0	0.0	0.0	0.0
		T	0.0	0.4	0.0	0.0	0.0	0.4
	E	L	1.7	0.8	0.0	0.8	0.0	3.3
		A	8.0	0.7	0.0	0.0	0.7	9.5
		T	5.1	0.8	0.0	0.4	0.4	6.6
	T	L	1.7	1.7	0.0	0.8	0.0	4.2
		A	8.0	0.7	0.0	0.0	0.7	9.5
		T	5.1	1.2	0.0	0.4	0.4	7.0
t, though, to choose whom efully.	I	L	0.0	0.0	0.0	0.0	0.0	0.0
		A	0.0	0.0	0.0	0.7	0.0	0.7
		T	0.0	0.0	0.0	0.4	0.0	0.4
	E	L	17.5	0.0	0.0	0.0	0.8	18.3
		A	26.3	0.0	0.0	0.7	0.7	27.7
		T	22.2	0.0	0.0	0.4	0.8	23.3
	T	L	17.5	0.0	0.0	0.0	0.8	18.3
		A	26.3	0.0	0.0	1.5	0.7	28.5
		T	22.2	0.0	0.0	0.8	0.8	23.7
fficulties in getting -- whether from friends is that the helper is ly going to hear your ame way you mean to	I	L	0.8	0.0	0.0	0.0	0.0	0.8
		A	0.7	0.7	0.0	0.0	0.7	2.2
		T	0.8	0.4	0.0	0.0	0.4	1.6
	E	L	30.0	0.0	0.0	0.8	0.8	31.7
		A	43.1	0.7	0.0	0.0	0.7	44.5
		T	37.0	0.4	0.0	0.4	0.8	38.5
	T	L	30.8	0.0	0.0	0.8	0.8	32.5
		A	43.8	1.5	0.0	0.0	1.5	46.0
		T	37.7	0.8	0.0	0.4	1.2	39.7

(continued)

Table 10-1 (continued)

TEXT	I/E[c]	Sample[d]	Per cent A	D
194) While you may be thinking of a worry in which you need more self control, the helper may be thinking of a decision in which you should be getting a solution.	I	L	1.7	0.
		A	0.0	0.
		T	0.8	0.
	E	L	7.5	0.
		A	19.7	0.
		T	14.0	0.
	T	L	9.2	0.
		A	19.7	0.
		T	14.8	0.
195) When you and your helper have different pictures of what the situation is like and what you want to do, you may end up getting no help and getting more confused.	I	L	0.8	0.
		A	2.2	0.
		T	1.6	0.
	E	L	17.5	0.
		A	30.7	2.
		T	24.5	1.
	T	L	18.3	0.
		A	32.8	2.
		T	26.1	1.
*PARAGRAPH AVERAGES[f]	I	L	0.5	0.
		A	0.4	0.
		T	0.5	0.
	E	L	11.0	0.
		A	18.6	0.
		T	15.0	0.
	T	L	11.4	0.
		A	19.0	0.
		T	15.5	0.

Table 10-1 (continued)

	I/E[c]	Sample[d]	Per cent of practitioners[b] who...					χ^{e}
			A	D	?	R	T	
be thinking of a worry eed more self control, be thinking of a ich you should be ion.	I	L	1.7	0.0	0.0	0.8	0.0	2.5
		A	0.0	0.0	0.0	0.0	0.0	0.0
		T	0.8	0.0	0.0	0.4	0.0	1.2
	E	L	7.5	0.0	1.7	4.2	0.8	14.2
		A	19.7	0.0	1.5	0.7	0.7	22.6
		T	14.0	0.0	1.6	2.3	0.8	18.7
	T	L	9.2	0.0	1.7	5.0	0.8	16.7
		A	19.7	0.0	1.5	0.7	0.7	22.6
		T	14.8	0.0	1.6	2.7	0.8	19.8
our helper have ures of what the ike and what you want end up getting no ng more confused.	I	L	0.8	0.0	0.0	0.0	0.0	0.8
		A	2.2	0.0	0.0	0.0	0.0	2.2
		T	1.6	0.0	0.0	0.0	0.0	1.6
	E	L	17.5	0.0	0.8	0.8	0.0	19.2
		A	30.7	2.2	1.5	0.7	4.4	39.4
		T	24.5	1.2	1.2	0.8	2.3	30.0
	T	L	18.3	0.0	0.8	0.8	0.0	20.0
		A	32.8	2.2	1.5	0.7	4.4	40.9
		T	26.1	1.2	1.2	0.8	2.3	31.1
ES[f]	I	L	0.5	0.1	0.0	0.1	0.0	0.7
		A	0.4	0.1	0.0	0.1	0.1	0.7
		T	0.5	0.1	0.0	0.1	0.1	0.7
	E	L	11.0	0.1	0.4	0.9	0.3	12.7
		A	18.6	0.6	0.5	0.5	1.0	21.3
		T	15.0	0.4	0.5	0.7	0.7	17.3
	T	L	11.4	0.2	0.4	1.1	0.3	13.5
		A	19.0	0.7	0.5	0.6	1.1	21.8
		T	15.5	0.5	0.5	0.8	0.8	17.9

(continued)

Table 10-1 (continued)

TEXT	I/E[c]	Sample[d]	Per cent A	 D
196) When you decide to get outside help, it will probably be most successful if you decide in advance what you want to do and what you want the "helper" to do.	I	L	0.8	0.
		A	0.0	2.
		T	0.4	1.
	E	L	10.8	1.
		A	19.0	8.
		T	15.2	5.
	T	L	10.8	2.
		A	19.0	9.
		T	15.2	6.
197) If you can tell the helper what kind of situation you see yourself in, things will probably go better.	I	L	0.8	0.
		A	0.7	0.
		T	0.8	0.
	E	L	5.0	1.
		A	18.2	2.
		T	12.1	1.
	T	L	5.8	1.
		A	19.0	2.
		T	12.8	1.
198) You can't assume that even a professional helper will be skilled at reading your mind or seeing the world the way you do.	I	L	1.7	0.
		A	0.7	1.
		T	1.2	0.
	E	L	21.7	0.
		A	32.1	2.
		T	27.2	1.
	T	L	23.3	0.
		A	32.8	3
		T	28.4	2

Table 10-1 (continued)

	I/E[c]	Sample[d]	Per cent of practitioners[b] who...					Σ[e]
			A	D	?	R	T	
de to get outside help, bly be most successful in advance what you d what you want the p.	I	L	0.8	0.8	0.0	0.0	0.0	1.7
		A	0.0	2.2	0.0	0.7	1.5	4.4
		T	0.4	1.6	0.0	0.4	0.8	3.1
	E	L	10.8	1.7	0.8	0.8	0.8	15.0
		A	19.0	8.0	0.7	2.9	2.9	33.6
		T	15.2	5.1	0.8	1.9	1.9	24.9
	T	L	10.8	2.5	0.8	0.8	0.8	15.8
		A	19.0	9.5	0.7	3.6	4.4	35.8
		T	15.2	6.2	0.8	2.3	2.7	26.5
ll the helper what tion you see yourself ll probably go better.	I	L	0.8	0.0	0.0	0.0	0.0	0.8
		A	0.7	0.0	0.0	0.0	0.0	0.7
		T	0.8	0.0	0.0	0.0	0.0	0.8
	E	L	5.0	1.7	0.0	0.0	0.0	6.7
		A	18.2	2.2	0.0	0.0	2.2	22.6
		T	12.1	1.9	0.0	0.0	1.2	15.2
	T	L	5.8	1.7	0.0	0.0	0.0	7.5
		A	19.0	2.2	0.0	0.0	2.2	23.4
		T	12.8	1.9	0.0	0.0	1.2	16.0
ume that even a helper will be skilled ur mind or seeing the you do.	I	L	1.7	0.0	0.0	0.0	0.0	1.7
		A	0.7	1.5	0.0	0.7	0.0	2.9
		T	1.2	0.8	0.0	0.4	0.0	2.3
	E	L	21.7	0.8	0.0	2.5	0.0	25.0
		A	32.1	2.2	0.7	0.7	1.5	37.2
		T	27.2	1.6	0.4	1.6	0.8	31.5
	T	L	23.3	0.8	0.0	2.5	0.0	26.7
		A	32.8	3.6	0.7	1.5	1.7	39.4
		T	28.4	2.3	0.4	1.9	0.8	33.5

(continued)

Table 10-1 (continued)

TEXT	I/E[c]	Sample[d]	Per cent o	
			A	D
*PARAGRAPH AVERAGES[f]	I	L	1.1	0.3
		A	0.5	1.2
		T	0.8	0.8
	E	L	12.5	1.4
		A	19.6	3.7
		T	18.2	2.9
	T	L	13.3	1.7
		A	23.6	5.1
		T	18.8	3.5
199) But what about when your problem is in a jumble, when you are confused, and really need someone to listen to your anger and your complaint?	I	L	0.0	0.0
		A	0.7	0.0
		T	0.4	0.0
	E	L	0.0	0.0
		A	0.7	0.7
		T	0.4	0.4
	T	L	0.0	0.0
		A	1.5	0.7
		T	0.8	0.4
200) Many people want this kind of help.	I	L	0.0	0.0
		A	0.0	0.0
		T	0.0	0.0
	E	L	3.3	0.8
		A	7.3	0.0
		T	5.4	0.4
	T	L	3.3	0.8
		A	7.3	0.0
		T	5.4	0.4

Table 10-1 (continued)

	I/E[c]	Sample[d]	Per cent of practitioners[b] who...					Σ[e]
			A	D	?	R	T	
	I	L	1.1	0.3	0.0	0.0	0.0	1.4
		A	0.5	1.2	0.0	0.5	0.5	2.7
		T	0.8	0.8	0.0	0.3	0.3	2.7
	E	L	12.5	1.4	0.3	1.1	0.3	15.6
		A	19.6	3.7	0.2	1.8	1.7	27.1
		T	18.2	2.9	0.4	1.2	1.3	23.9
	T	L	13.3	1.7	0.3	1.1	0.3	16.7
		A	23.6	5.1	0.5	1.7	2.8	32.9
		T	18.8	3.5	0.4	1.4	1.6	25.3
en your problem is	I	L	0.0	0.0	0.0	0.8	0.0	0.8
you are confused,		A	0.7	0.0	0.0	0.0	0.7	1.5
omeone to listen to		T	0.4	0.0	0.0	0.4	0.4	1.2
ur complaint?	E	L	0.0	0.0	0.0	0.0	0.8	0.8
		A	0.7	0.7	0.0	0.7	2.2	4.4
		T	0.4	0.4	0.0	0.4	1.6	2.7
	T	L	0.0	0.0	0.0	0.8	0.8	1.7
		A	1.5	0.7	0.0	0.7	2.9	4.4
		T	0.8	0.4	0.0	0.8	1.9	3.1
this kind of help.	I	L	0.0	0.0	0.0	0.0	0.0	0.0
		A	0.0	0.0	0.0	0.0	0.0	0.0
		T	0.0	0.0	0.0	0.0	0.0	0.0
	E	L	3.3	0.8	0.8	0.0	0.0	5.0
		A	7.3	0.0	0.0	0.0	0.0	7.3
		T	5.4	0.4	0.4	0.0	0.0	6.2
	T	L	3.3	0.8	0.8	0.0	0.0	5.0
		A	7.3	0.0	0.0	0.0	0.0	7.3
		T	5.4	0.4	0.4	0.0	0.0	6.2

(continued)

Table 10-1 (continued)

TEXT	I/E[c]	Sample[d]	Per cent	
			A	D
201) When you are seeking this kind of help, it will probably work best if you tell the helper this is what you want right from the start.	I	L	0.8	0.
		A	0.0	0.
		T	0.4	0.
	E	L	11.7	0.
		A	19.7	7.
		T	16.0	4.
	T	L	12.5	0.
		A	19.7	7.
		T	16.3	4.
202) Otherwise, you may find the helper forcing you to get definite when you are not ready to be definite.	I	L	0.8	0.
		A	0.7	0.
		T	0.8	0.
	E	L	10.8	0.
		A	22.6	5.
		T	17.1	2.
	T	L	11.7	0.
		A	23.4	5.
		T	17.9	3.
*PARAGRAPH AVERAGES[f]	I	L	0.4	0.
		A	0.4	0.
		T	0.4	0.
	E	L	6.4	0.
		A	12.6	3.
		T	9.7	1.
	T	L	6.9	0.
		A	13.0	3.
		T	10.1	2.

Table 10-1 (continued)

	I/E[c]	Sample[d]	Per cent of practitioners[b] who...					χ^e
			A	D	?	R	T	
king this kind of robably work best if per this is what you the start.	I	L	0.8	0.0	0.0	0.0	0.0	0.8
		A	0.0	0.0	0.0	0.0	0.7	0.7
		T	0.4	0.0	0.0	0.0	0.4	0.8
	E	L	11.7	0.8	0.8	1.7	0.8	15.8
		A	19.7	7.3	1.5	0.0	2.9	31.4
		T	16.0	4.3	1.2	0.8	1.9	24.1
	T	L	12.5	0.8	0.8	1.7	0.8	16.7
		A	19.7	7.3	1.5	0.0	3.6	31.4
		T	16.3	4.3	1.2	0.8	2.3	24.5
ay find the helper get definite when you be definite.	I	L	0.8	0.0	0.8	0.0	0.0	1.7
		A	0.7	0.7	0.0	0.0	0.0	1.5
		T	0.8	0.4	0.4	0.0	0.0	1.6
	E	L	10.6	0.0	1.7	2.5	1.7	16.7
		A	22.6	5.1	2.9	2.9	2.9	36.5
		T	17.1	2.7	2.3	2.7	2.3	27.2
	T	L	11.7	0.0	2.5	2.5	1.7	18.3
		A	23.4	5.8	2.9	2.9	2.9	38.0
		T	17.9	3.1	2.7	2.7	2.3	28.8
s[f]	I	L	0.4	0.0	0.2	0.2	0.0	0.8
		A	0.4	0.0	0.2	0.0	0.3	1.0
		T	0.4	0.1	0.1	0.1	0.2	0.9
	E	L	6.4	0.4	0.8	1.0	0.8	6.4
		A	12.6	3.3	1.1	0.9	2.0	19.9
		T	9.7	1.9	1.0	1.0	1.4	15.0
	T	L	6.9	0.4	1.0	1.2	0.8	10.4
		A	13.0	3.4	1.1	0.9	2.3	20.3
		T	10.1	2.0	1.1	1.1	1.6	15.6

(continued)

Table 10-1 (continued)

TEXT	I/E[c]	Sample[d]	Per cent A
203) Thus, the first thing to do when you see a helper is to tell him what you want, even if it is just to wade through confusion.	I	L	3.3
		A	3.6
		T	3.5
	E	L	13.3
		A	28.5
		T	21.4
	T	L	16.7
		A	30.7
		T	24.1
204) You will also want to think of what the helper may need to know about you in order to be really helpful.	I	L	0.0
		A	0.0
		T	0.0
	E	L	5.0
		A	14.6
		T	10.1
	T	L	5.0
		A	14.6
		T	10.1
205) If you are trying to make a decision, you may want to tell the helper about you and your likes and dislikes so he can zero in on making a decision that fits you better.	I	L	1.7
		A	0.7
		T	1.2
	E	L	2.5
		A	13.9
		T	8.6
	T	L	4.2
		A	14.6
		T	9.7

Table 10-1 (continued)

	I/E[c]	Sample[d]	Per cent of practitioners[b] who...					χ[e]
			A	D	?	R	I	
ng to do when you tell him what you just to wade	I	L	3.3	0.0	0.0	0.0	0.8	4.2
		A	3.6	0.7	0.0	0.0	1.5	5.8
		T	3.5	0.4	0.0	0.0	1.2	5.1
	E	L	13.3	2.5	1.7	0.0	0.8	18.3
		A	28.5	4.4	0.7	0.7	3.6	38.0
		T	21.4	3.5	1.2	0.4	2.3	28.8
	T	L	16.7	2.5	1.7	0.0	1.7	22.5
		A	30.7	5.1	0.7	0.7	5.1	41.6
		T	24.1	3.9	1.2	0.4	3.5	32.7
to think of what to know about you ly helpful.	I	L	0.0	0.0	0.0	0.0	0.0	0.0
		A	0.0	0.0	0.0	0.0	0.0	0.0
		T	0.0	0.0	0.0	0.0	0.0	0.0
	E	L	5.0	0.0	0.8	2.5	0.0	8.3
		A	14.6	0.0	1.5	0.7	1.5	18.2
		T	10.1	0.0	1.2	1.6	0.8	13.6
	T	L	5.0	0.0	0.8	2.5	0.0	8.3
		A	14.6	0.0	1.5	0.7	1.5	18.2
		T	10.1	0.0	1.2	1.6	0.8	13.6
make a decision, the helper about and dislikes so aking a decision r.	I	L	1.7	0.8	0.0	0.0	0.0	2.5
		A	0.7	0.7	0.0	0.0	1.5	2.9
		T	1.2	0.8	0.0	0.0	0.8	2.7
	E	L	2.5	0.0	0.0	0.0	0.8	3.3
		A	13.9	4.4	0.0	0.7	5.1	24.1
		T	8.6	2.3	0.0	0.4	3.1	14.4
	T	L	4.2	0.8	0.0	0.0	0.8	5.8
		A	14.6	5.1	0.0	0.7	6.6	26.3
		T	9.7	3.1	0.0	0.4	3.9	16.7

(continued)

Table 10-1 (continued)

TEXT	I/E[c]	Sample[d]	Per ce
			A
206) If you are in a worry situation where you lack control, you may want to tell the helper about the restraints on you so he'll understand better why you see the situation as a worry.	I	L	0.8
		A	1.5
		T	1.2
	E	L	4.2
		A	17.5
		T	11.3
	T	L	5.0
		A	18.2
		T	12.1
207) If you are trying to get around an obstacle, you may want to tell the helper what you have tried already and why it didn't work so you won't have to go over ideas you've thought of already.	I	L	0.8
		A	1.5
		T	1.2
	E	L	8.3
		A	21.2
		T	15.2
	T	L	9.2
		A	21.9
		T	16.0
208) If you are just trying to be better informed about a situation, you may want to tell the helper how you see the situation so the helper might offer new ways of looking at it.	I	L	0.8
		A	0.0
		T	0.4
	E	L	13.3
		A	28.5
		T	21.4
	T	L	14.2
		A	28.5
		T	21.8

Table 10-1 (continued)

	I/E[c]	Sample[d]	Per cent of practitioners[b] who... A	D	?	R	T	%[e]
rry situation trol, you may want about the so he'll under- ou see the ry.	I	L	0.8	0.8	0.0	0.8	0.0	2.5
		A	1.5	0.0	0.0	0.0	0.0	1.5
		T	1.2	0.4	0.0	0.4	0.0	1.9
	E	L	4.2	0.8	0.8	0.8	0.8	7.5
		A	17.5	0.0	2.9	1.5	4.4	26.3
		T	11.3	0.4	1.9	1.2	2.7	17.5
	T	L	5.0	1.7	0.8	1.7	0.8	10.0
		A	18.2	0.0	2.9	1.5	4.4	26.3
		T	12.1	0.8	1.9	1.6	2.7	18.7
to get around an want to tell the ve tried already work so you won't eas you've thought	I	L	0.8	0.0	0.0	0.8	0.0	1.7
		A	1.5	0.0	0.0	0.0	0.7	2.2
		T	1.2	0.0	0.0	0.4	0.4	1.9
	E	L	8.3	0.0	0.0	0.0	0.0	8.3
		A	21.2	2.9	0.7	0.0	0.0	24.8
		T	15.2	1.6	0.4	0.0	0.0	17.1
	T	L	9.2	0.0	0.0	0.8	0.0	10.0
		A	21.9	2.9	0.7	0.0	0.7	26.3
		T	16.0	1.6	0.4	0.4	0.4	18.7
ying to be better ituation, you may elper how you see he helper might looking at it.	I	L	0.8	0.0	0.0	0.0	0.0	0.8
		A	0.0	0.0	0.0	0.0	0.0	0.0
		T	0.4	0.0	0.0	0.0	0.0	0.4
	E	L	13.3	0.0	0.0	1.7	0.8	15.8
		A	28.5	0.0	0.0	0.7	3.6	32.8
		T	21.4	0.0	0.0	1.2	2.3	24.9
	T	L	14.2	0.0	0.0	1.7	0.8	16.7
		A	28.5	0.0	0.0	0.7	3.6	32.8
		T	21.8	0.0	0.0	1.2	2.3	25.3

(continued)

Table 10-1 (continued)

TEXT	I/E[c]	Sample[d]	Per cent of pr	
			A	D
*PARAGRAPH AVERAGES[f]	I	L	1.2	0.3
		A	1.2	0.2
		T	1.2	0.3
	E	L	7.8	0.5
		A	20.7	1.9
		T	14.7	1.3
	T	L	9.0	0.8
		A	21.4	2.7
		T	15.6	1.6
209) No matter for what reason you seek outside help and no matter from whom, the process of talking about your situation to someone else will probably be, in itself, informing.	I	L	0.8	0.0
		A	0.0	0.0
		T	0.4	0.0
	E	L	25.0	0.8
		A	31.4	2.2
		T	28.4	1.6
	T	L	25.8	0.8
		A	31.4	2.2
		T	28.8	1.6
210) You may find yourself solidifying your understanding.	I	L	0.0	0.0
		A	0.0	0.0
		T	0.0	0.0
	E	L	9.2	0.0
		A	14.6	1.5
		T	12.1	0.8
	T	L	9.2	0.0
		A	14.6	1.5
		T	12.1	0.8

Table 10-1 (continued)

	I/E[c]	Sample[d]	Per cent of practitioners[b] who...					$\bar{x}$[e]
			A	D	?	R	T	
s[f]	I	L	1.2	0.3	0.0	0.3	0.1	1.9
		A	1.2	0.2	0.2	0.0	0.4	2.1
		T	1.2	0.3	0.0	0.1	0.4	2.0
	E	L	7.8	0.5	0.5	0.8	0.5	10.2
		A	20.7	1.9	1.0	0.7	3.0	27.4
		T	14.7	1.3	0.8	0.8	1.9	19.4
	T	L	9.0	0.8	0.5	1.1	0.7	12.2
		A	21.4	2.7	0.7	0.5	3.6	28.6
		T	15.6	1.6	0.8	0.9	2.3	20.9
hat reason you seek no matter from whom, talking about your eone else will itself, informing.	I	L	0.8	0.0	0.0	0.0	0.0	0.8
		A	0.0	0.0	0.0	0.7	0.0	0.7
		T	0.4	0.0	0.0	0.4	0.0	0.8
	E	L	25.0	0.8	0.8	0.8	0.8	28.3
		A	31.4	2.2	0.0	0.7	0.7	35.0
		T	28.4	1.6	0.4	0.8	0.8	31.9
	T	L	25.8	0.8	0.8	0.8	0.8	29.2
		A	31.4	2.2	0.0	1.5	0.7	35.8
		T	28.8	1.6	0.4	1.2	0.8	32.7
urself solidifying ing.	I	L	0.0	0.0	0.8	0.0	0.0	0.8
		A	0.0	0.0	0.0	0.0	1.5	1.5
		T	0.0	0.0	0.4	0.0	0.8	1.2
	E	L	9.2	0.0	0.8	0.0	0.0	10.0
		A	14.6	1.5	0.7	2.2	0.7	19.7
		T	12.1	0.8	0.8	1.2	0.4	15.2
	T	L	9.2	0.0	1.7	0.0	0.0	10.8
		A	14.6	1.5	0.7	2.2	2.2	20.4
		T	12.1	0.8	1.2	1.2	1.2	16.0

(continued)

Table 10-1 (continued)

TEXT			Per cent of p	
	I/E[c]	Sample[d]	A	D
211) Or, you may find yourself changing your view of your situation in mid-stream.	I	L	0.0	0.0
		A	0.0	0.0
		T	0.0	0.0
	E	L	6.7	0.0
		A	13.9	0.0
		T	10.5	0.0
	T	L	6.7	0.0
		A	13.9	0.0
		T	10.5	0.0
212) Most helpers probably can deal with the former -- helping you solidify your view.	I	L	0.0	0.0
		A	0.0	0.0
		T	0.0	0.0
	E	L	2.5	0.0
		A	4.4	2.2
		T	3.5	1.2
	T	L	2.5	0.0
		A	4.4	2.2
		T	3.5	1.2
213) However, when you start to change your picture, you may find some helpers trying to make you return to your former view.	I	L	0.0	0.0
		A	0.0	0.0
		T	0.0	0.0
	E	L	2.5	1.7
		A	13.1	5.1
		T	8.2	3.5
	T	L	2.5	1.7
		A	13.1	5.1
		T	8.2	3.5

Table 10-1 (continued)

	I/E[c]	Sample[d]	Per cent of practitioners[b] who...					Σ^e
			A	D	?	R	T	
d yourself changing ur situation in mid-	I	L	0.0	0.0	0.0	0.0	0.0	0.0
		A	0.0	0.0	0.0	0.7	0.0	0.7
		T	0.0	0.0	0.0	0.4	0.0	0.4
	E	L	6.7	0.0	0.0	0.0	0.0	6.7
		A	13.9	0.0	0.0	0.7	0.7	15.3
		T	10.5	0.0	0.0	0.4	0.4	11.3
	T	L	6.7	0.0	0.0	0.0	0.0	6.7
		A	13.9	0.0	0.0	1.5	0.7	16.1
		T	10.5	0.0	0.0	0.8	0.4	11.7
robably can deal with elping you solidify	I	L	0.0	0.0	0.0	0.0	0.0	0.0
		A	0.0	0.0	0.0	2.2	1.5	3.6
		T	0.0	0.0	0.0	1.2	0.8	1.9
	E	L	2.5	0.0	0.8	2.5	0.0	5.8
		A	4.4	2.2	0.0	0.0	0.7	7.3
		T	3.5	1.2	0.4	1.2	0.4	6.6
	T	L	2.5	0.0	0.8	2.5	0.0	5.8
		A	4.4	2.2	0.0	2.2	2.2	10.2
		T	3.5	1.2	0.4	2.3	1.2	8.2
ou start to change ou may find some to make you return t w.	I	L	0.0	0.0	0.0	0.0	0.0	0.0
		A	0.0	0.0	0.7	0.7	0.0	1.5
		T	0.0	0.0	0.4	0.4	0.0	0.8
	E	L	2.5	1.7	1.7	0.8	0.8	7.5
		A	13.1	5.1	3.6	0.7	2.2	24.8
		T	8.2	3.5	2.7	0.8	1.6	16.7
	T	L	2.5	1.7	1.7	0.8	0.8	7.5
		A	13.1	5.1	4.4	1.5	2.2	26.3
		T	8.2	3.5	3.1	1.2	1.6	17.5

(continued)

Table 10-1 (continued)

TEXT	I/E[c]	Sample[d]	Per cent of pr	
			A	D
214) In such cases, you will want to hold your ground.	I	L	0.8	0.0
		A	0.0	0.0
		T	0.4	0.0
	E	L	2.5	0.8
		A	3.6	4.4
		T	3.1	2.7
	T	L	3.3	0.8
		A	3.6	4.4
		T	3.5	2.7
215) It is not unreasonable that you have changed your view.	I	L	0.8	0.0
		A	0.0	0.0
		T	0.4	0.0
	E	L	2.5	0.0
		A	6.6	0.0
		T	4.7	0.0
	T	L	3.3	0.0
		A	6.6	0.0
		T	5.1	0.0
216) In fact, it's often useful.	I	L	0.0	0.0
		A	0.0	0.0
		T	0.0	0.0
	E	L	10.0	0.0
		A	13.9	0.7
		T	12.1	0.4
	T	L	10.0	0.0
		A	13.9	0.7
		T	12.1	0.4

Table 10-1 (continued)

	I/E[c]	Sample[d]	Per cent of practitioners[b] who...					X[e]
			A	D	?	R	T	
you will want to hold	I	L	0.8	0.0	0.0	0.0	0.0	0.8
		A	0.0	0.0	0.0	0.7	0.0	0.7
		T	0.4	0.0	0.0	0.4	0.0	0.8
	E	L	2.5	0.8	1.7	0.8	1.7	7.5
		A	3.6	4.4	0.7	0.7	1.5	13.1
		T	3.1	2.7	2.3	0.8	1.6	10.5
	T	L	3.3	0.8	1.7	0.8	1.7	8.3
		A	3.6	4.4	2.9	1.5	1.5	13.9
		T	3.5	2.7	2.3	1.2	1.6	11.3
easonable that you have view.	I	L	0.8	0.0	0.0	0.0	0.0	0.8
		A	0.0	0.0	0.0	0.0	0.0	0.0
		T	0.4	0.0	0.0	0.0	0.0	0.4
	E	L	2.5	0.0	0.0	0.8	0.8	4.2
		A	6.6	0.0	2.2	0.7	0.7	10.2
		T	4.7	0.0	1.2	0.8	0.8	7.4
	T	L	3.3	0.0	0.0	0.8	0.8	5.0
		A	6.6	0.0	2.2	0.7	0.7	10.2
		T	5.1	0.0	1.2	0.8	0.8	7.8
often useful.	I	L	0.0	0.0	0.0	0.0	0.0	0.0
		A	0.0	0.0	0.0	0.0	0.0	0.0
		T	0.0	0.0	0.0	0.0	0.0	0.0
	E	L	10.0	0.0	1.7	1.7	1.7	15.0
		A	13.9	0.7	1.5	2.2	1.5	19.7
		T	12.1	0.4	1.6	1.9	1.6	17.5
	T	L	10.0	0.0	1.7	1.7	1.7	15.0
		A	13.9	0.7	1.5	2.2	1.5	19.7
		T	12.1	0.4	1.6	1.9	1.6	17.5

(continued)

Table 10-1 (continued)

TEXT			Per cent of	
	I/E[c]	Sample[d]	A	D
*PARAGRAPH AVERAGES[f]	I	L	0.3	0.0
		A	0.0	0.0
		T	0.1	0.0
	E	L	7.7	0.4
		A	12.7	2.0
		T	10.3	1.3
	T	L	7.9	0.4
		A	12.7	2.0
		T	10.5	1.3
217) Most important is the notion that you can take control of the situation when you go to a helper.	I	L	0.0	0.0
		A	0.0	0.0
		T	0.0	0.0
	E	L	6.7	0.8
		A	6.6	7.3
		T	6.6	4.3
	T	L	6.7	0.8
		A	6.6	7.3
		T	6.6	4.3
218) You can plan what you want.	I	L	0.0	0.0
		A	0.0	0.0
		T	0.0	0.0
	E	L	5.0	1.7
		A	3.6	5.1
		T	4.3	3.5
	T	L	5.0	1.7
		A	3.6	5.1
		T	4.3	3.5

Table 10-1 (continued)

	I/E[c]	Sample[d]	Per cent of practitioners[b] who...					χ[e]
			A	D	?	R	T	
AGES[f]	I	L	0.3	0.0	0.1	0.0	0.0	0.4
		A	0.0	0.0	0.1	0.6	0.4	1.1
		T	0.1	0.0	0.1	0.3	0.2	0.8
	E	L	7.7	0.4	0.9	0.9	0.7	10.7
		A	12.7	2.0	1.1	1.0	1.1	18.1
		T	10.3	1.3	1.2	1.0	0.9	14.6
	T	L	7.9	0.4	1.0	0.9	0.7	11.0
		A	12.7	2.0	1.6	1.5	1.5	19.1
		T	10.5	1.3	1.3	1.3	1.1	15.3
nt is the notion that control of the situation to a helper.	I	L	0.0	0.0	1.7	0.0	0.0	1.7
		A	0.0	0.0	0.0	0.7	0.0	0.7
		T	0.0	0.0	0.8	0.4	0.0	1.2
	E	L	6.7	0.8	1.7	0.8	0.8	10.8
		A	6.6	7.3	1.5	2.9	2.2	20.4
		T	6.6	4.3	1.6	1.9	1.6	16.0
	T	L	6.7	0.8	3.3	0.8	0.8	12.5
		A	6.6	7.3	1.5	2.9	2.2	20.4
		T	6.6	4.3	2.3	1.9	1.6	16.7
what you want.	I	L	0.0	0.0	0.0	0.0	0.0	0.0
		A	0.0	0.0	0.0	0.7	0.0	0.7
		T	0.0	0.0	0.0	0.4	0.0	0.4
	E	L	5.0	1.7	0.0	0.0	0.0	6.7
		A	3.6	5.1	0.7	0.0	0.7	10.2
		T	4.3	3.5	0.4	0.0	0.4	8.6
	T	L	5.0	1.7	0.0	0.0	0.0	6.7
		A	3.6	5.1	0.7	0.7	0.7	10.9
		T	4.3	3.5	0.4	0.4	0.4	8.9

(continued)

Table 10-1 (continued)

TEXT	I/E[c]	Sample[d]	Per cent A	D
219) If you find a helper asking you the wrong questions, you can guide the helper in the questions he asks you.	I	L	0.0	0.8
		A	0.0	2.2
		T	0.0	1.6
	E	L	8.3	5.8
		A	9.5	3.6
		T	8.9	4.7
	T	L	8.3	5.8
		A	9.5	4.4
		T	8.9	5.1
220) If you find a helper trying to reach for a definite solution when that's not what you want, you can tell him what kind of advice you are looking for.	I	L	0.0	0.0
		A	0.0	1.5
		T	0.0	0.8
	E	L	6.7	3.3
		A	11.7	1.5
		T	9.3	2.3
	T	L	6.7	3.3
		A	11.7	2.9
		T	9.3	3.1
221) You are, after all, the person with the problem.	I	L	0.0	0.0
		A	0.0	0.0
		T	0.0	0.0
	E	L	3.3	0.0
		A	2.9	0.0
		T	3.1	0.0
	T	L	3.3	0.0
		A	2.9	0.0
		T	3.1	0.0

Table 10-1 (continued)

	I/E[c]	Sample[d]	Per cent of practitioners[b] who...					χ^e
			A	D	?	R	T	
ind a helper asking you the estions, you can guide the the questions he asks you.	I	L	0.0	0.8	0.8	0.0	0.0	1.7
		A	0.0	2.2	0.0	0.0	0.0	2.2
		T	0.0	1.6	0.4	0.0	0.0	1.9
	E	L	8.3	5.8	3.3	0.8	0.0	18.3
		A	9.5	3.6	3.6	1.5	3.6	21.9
		T	8.9	4.7	3.5	1.2	1.9	20.2
	T	L	8.3	5.8	4.2	0.8	0.0	18.3
		A	9.5	4.4	3.6	1.5	3.6	22.6
		T	8.9	5.1	3.9	1.2	1.9	20.6
ind a helper trying to reach inite solution when that's you want, you can tell him of advice you are looking	I	L	0.0	0.0	0.0	0.8	0.0	0.8
		A	0.0	1.5	0.0	0.7	0.7	2.9
		T	0.0	0.8	0.0	0.8	0.4	1.9
	E	L	6.7	3.3	2.5	1.7	0.0	14.2
		A	11.7	1.5	1.5	0.7	3.6	19.0
		T	9.3	2.3	1.9	1.2	1.9	16.7
	T	L	6.7	3.3	2.5	2.5	0.0	15.0
		A	11.7	2.9	1.5	1.5	3.6	21.2
		T	9.3	3.1	1.9	1.9	1.9	18.3
after all, the person with em.	I	L	0.0	0.0	0.0	0.0	0.0	0.0
		A	0.0	0.0	0.0	0.0	0.0	0.0
		T	0.0	0.0	0.0	0.0	0.0	0.0
	E	L	3.3	0.0	0.0	0.0	0.0	3.3
		A	2.9	0.0	0.0	0.0	0.0	2.9
		T	3.1	0.0	0.0	0.0	0.0	3.1
	T	L	3.3	0.0	0.0	0.0	0.0	3.3
		A	2.9	0.0	0.0	0.0	0.0	2.9
		T	3.1	0.0	0.0	0.0	0.0	3.1

(continued)

Table 10-1 (continued)

TEXT			Per cent	
	I/E[c]	Sample[d]	A	D
222) You are the only one who really knows your situation and what will be helpful.	I	L	0.0	0.
		A	0.7	2.
		T	0.4	1.
	E	L	10.8	5.
		A	13.1	14.
		T	12.1	10.
	T	L	10.8	5.
		A	13.9	16.
		T	12.5	10.
*PARAGRAPH AVERAGES[f]	I	L	0.0	0.
		A	0.1	1.
		T	0.1	0.
	E	L	6.8	2.
		A	7.9	5.
		T	7.3	3.
	T	L	6.8	2.
		A	8.0	6.
		T	7.4	4.
**SECTION AVERAGES[f]	I	L	0.6	0.
		A	0.4	0.
		T	0.5	0.
	E	L	8.7	0.
		A	15.3	2.
		T	12.4	1.
	T	L	9.3	1.
		A	15.9	2.
		T	13.0	2.

c

Table 10-1 (continued)

	I/E[c]	Sample[d]	Per cent of practitioners[b] who.. A	D	?	R	T	%[e]
the only one who really ur situation and what will ul.	I	L	0.0	0.0	0.0	0.0	0.0	0.0
		A	0.7	2.2	0.0	0.7	0.0	3.6
		T	0.4	1.2	0.0	0.4	0.0	1.9
	E	L	10.8	5.0	2.5	0.8	0.8	20.0
		A	13.1	14.6	1.5	0.0	5.1	34.3
		T	12.1	10.1	1.9	0.4	3.1	27.6
	T	L	10.8	5.0	2.5	0.8	0.8	20.0
		A	13.9	16.1	1.5	0.7	5.1	36.5
		T	12.5	10.9	1.9	0.8	3.1	28.8
AVERAGES[f]	I	L	0.0	0.1	0.4	0.1	0.0	0.7
		A	0.1	1.0	0.0	0.5	0.1	1.7
		T	0.1	0.6	0.2	0.3	0.1	1.2
	E	L	6.8	2.8	1.7	0.7	0.3	12.2
		A	7.9	5.3	1.5	0.8	2.5	18.1
		T	7.3	3.6	1.5	0.8	1.4	14.6
	T	L	6.8	2.8	2.0	0.8	0.6	13.0
		A	8.0	6.0	1.2	1.1	1.7	18.0
		T	7.4	4.4	1.7	1.0	1.5	16.1
RAGES[f]	I	L	0.6	0.1	0.1	0.1	0.0	1.0
		A	0.4	0.4	0.1	0.3	0.3	1.5
		T	0.5	0.3	0.1	0.2	0.2	1.3
	E	L	8.7	0.9	0.8	0.9	0.5	11.3
		A	15.3	2.8	0.9	0.9	1.9	22.0
		T	12.4	1.9	0.9	0.9	1.3	17.4
	T	L	9.3	1.2	0.9	1.0	0.6	13.0
		A	15.9	2.9	0.9	1.0	2.2	22.6
		T	13.0	2.2	1.0	1.1	1.5	18.5

(continued)

Table 10-1 (continued)

TEXT	I/E[c]	Sample[d]	Per cent of pract		
			A	D	?
***HANDBOOK AVERAGES[f]	I	L	0.5	0.3	0.2
		A	0.8	0.4	0.2
		T	0.7	0.4	0.2
	E	L	8.9	1.5	1.3
		A	13.8	2.8	1.7
		T	11.6	2.3	1.5
	T	L	9.4	1.9	1.5
		A	14.5	3.1	1.9
		T	12.2	2.6	1.7

[a] This table lists all the responses to the "citizen's handbook." The five re

A = you agree with that
D = you disagree with that
? = you are confused about that or don't understand that
R = you re-read that
T = you stopped to think about that

Respondents could stop at any point in the "handbook" to indicate one or more
"citizen's handbook" in Section V of the questionnaire in Appendix A.

[b] In all there were 267 practitioner respondents, 126 library and 141 agency.
respondents who did not complete the "citizen's handbook" section of the que
baseline n for all total practitioner percentages for this table, then, is 2
120 and for the agency sub-sample, 137.

Table 10-1 (continued)

	I/E[c]	Sample[d]	Per cent of practitioners[b] who...					χ[e]
			A	D	?	R	T	
	I	L	0.5	0.3	0.2	0.1	0.2	1.3
		A	0.8	0.4	0.2	0.3	0.2	1.9
		T	0.7	0.4	0.2	0.2	0.2	1.7
	E	L	8.9	1.5	1.3	1.6	1.3	14.5
		A	13.8	2.8	1.7	2.2	2.2	22.9
		T	11.6	2.3	1.5	2.0	1.8	19.3
	T	L	9.4	1.9	1.5	1.7	1.5	16.1
		A	14.5	3.1	1.9	2.6	2.4	24.2
		T	12.2	2.6	1.7	2.2	2.0	20.5

the responses to the "citizen's handbook." The five response possibilities were:
= you agree with that
= you disagree with that
= you are confused about that or don't understand that
= you re-read that
= you stopped to think about that
p at any point in the "handbook" to indicate one or more of the responses. See the
in Section V of the questionnaire in Appendix A.

7 practitioner respondents, 126 library and 141 agency. For this analysis, 10
not complete the "citizen's handbook" section of the questionnaire dropped out. The
otal practitioner percentages for this table, then, is 257; for the library sub-sample,
cy sub-sample, 137.

Table 10-1 (continued)

---

[c] I=internal/E=external. In coding a respondent's reactions to a given sente
were coded. One of these was an "internal" response -- a response that was
sentence. The other was an "external" response -- a response that came at
percentages listed for I or E are the result of independent codings. The p
have had duplicate codes removed. A respondent who had the same type of re
external, to a sentence would only be counted once. A respondent who had d
at the internal and external parts of the sentence would have both reaction
The T percentages, then, represent the percentage of respondents who gave a
and/or externally. See the codebook in Appendix E for full explanation.

[d] L=library sub-sample; A=agency sub-sample; T=total practitioner sample (i.e
and the agency sub-sample). See footnote b for sample ns.

[e] This column reports the percentage of respondents who gave a response to a
paragraph, section, and "handbook" averages, the figure is the average perc
gave reactions to the sentences in that paragraph or section or across the

[f] These rows report the average percentage of respondents who gave specified
in specific paragraphs or sections or across the entire "handbook."

Table 10-1 (continued)

---

nal. In coding a respondent's reactions to a given sentence, a maximum of two responses
f these was an "internal" response -- a response that was made to the inner part of the
er was an "external" response -- a response that came at the end of the sentence. The
for I or E are the result of independent codings. The percentages listed for T (total)
codes removed. A respondent who had the same type of reaction, both internal and
tence would only be counted once. A respondent who had different types of reactions
d external parts of the sentence would have both reactions included in the total (T) rows.
then, represent the percentage of respondents who gave a particular reaction, internally
See the codebook in Appendix E for full explanation.

le; A=agency sub-sample; T=total practitioner sample (i.e., both the library sub-sample
-sample). See footnote b for sample ns.

s the percentage of respondents who gave a response to a given sentence. For the
, and "handbook" averages, the figure is the average percentage of respondents who
the sentences in that paragraph or section or across the entire "handbook."

the average percentage of respondents who gave specified reactions to the sentences
aphs or sections or across the entire "handbook."